gt.
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UNIV. OF MICH.

REPRODUCTION OF AN ORIGINAL OWNED BY LOWELL MASON TILSON OF INDIANA STATE TEACHERS COLLEGE, TERRE HAUTE, INDIANA

REPRODUCTION OF AN ORIGINAL OWNED BY LOWELL MASON TILSON OF INDIANA STATE TEACHERS COLLEGE, TERRE HAUTE, INDIANA

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The Father Of Public School Music In America

Lowell Mason Tilson
Head, Department of Music
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It is just one hundred years since music was first introduced into the public schools of this country as a regular branch of study. On the nineteenth of September, 1837, the school board of Boston passed favorably a set of resolutions for the teaching of music in the Boston schools, but the city council failed to make the necessary appropriation of money. It was then that Lowell Mason offered to give his services as a teacher of music for one year and furnish his own books and equipment. The school board accepted this offer and the experiment began in the Hawes School in South Boston in November, 1837.

Until that time it had been generally thought that "musical ears were very rare"; it was necessary for Mr. Mason to convince the school authorities by actual demonstration that as many children could learn music as could learn the other branches of study. This was done by an exhibition given at the end of the first year in which all of the children who had been under his direction appeared in a public recital of songs. Mr. Mason was then placed in full charge of the music in the Boston schools with A. N. Johnson, G. F. Root, A. J. Drake, and J. A. Johnson as his assistants.

Mr. Mason remained in full charge until 1841, when he resigned to devote himself to composing, editing, and carrying forward the work of musical conventions over the country. His hymns are among those that are called the great hymns of the church. His work in the musical conventions can be said to be a forerunner of the music conservatories of today. These conventions were held in all parts of the country and were attended by students who were interested in becoming teachers of music. Many of the best music teachers of a generation ago were students in these conventions.

Between 1866 and 1869 Lowell Mason, George F. Root, and William Bradbury conducted such a musical convention in Chicago. The writer's father, J. Thomas Tilson, was one of the students at that convention and it was there that he came into possession of the original of the autographed picture shown here. As a small child I can remember that this picture always hung on the wall of our dining room. After my father died I asked for the picture because I had been named for Mr.

Mason. My parents never told me why I had been named for this great man. I learned later through my first music teacher, who had also been a student of Mr. Mason and who was a good friend of my father, that Mr. Mason died seven days before I was born. I remember that a few years later when I attended a summer music school in which this same first teacher of mine was a member of the faculty that he introduced me with great gusto to the famous members of faculty as *Lowell Mason* Tilson.

I have always prized the picture, but never attached so much value to it until in the spring of 1937 when I attended the meeting of the North Central Music Educators Conference. A display of the old manuscripts of Lowell Mason was on exhibition at the conference in celebration of the one hundredth anniversary of the introduction of music into the public schools. There was no autographed photograph of Mr. Mason with the exhibit and the man who had charge of it told me that as far as he knew there was none in existence. The exhibit is owned by Henry Mason of Boston, and it was for the purpose of adding this autographed picture to the exhibit that the reproduction included here was made.

Indiana And Indiana State Teachers College In The Production Of Notables In Education

J. R. Shannon
Professor of Education
And
Lucy Lowder
N. Y. A. Worker
Indiana State Teachers College

Indiana and Indiana State Teachers College have a traditional reputation of being prolific producers of great educators. Just how to tell who is a great educator and who is not is a task for the gods, but we humans have a method of satisfying ourselves on the matter by noting those who receive the most recognition. Our current medium for listing those Americans who have received the most recognition is *Who's Who in America*. Of the thirty-one thousand (to use round numbers) people whose life-sketches appear in the 1936-1937 edition of *Who's Who in America*, slightly more than nine thousand are educators. This group of nine thousand includes only living persons who follow some legitimate phase of educational work as full-time or part-time continuous vocations, or who did so just previous to their retirement in old age. It does not include other thousands who at some time followed educational vocations but later abandoned them, and it does not include people engaged in correspondence teaching. A few additional cases were omitted because the data given in their biographical sketches did not indicate clearly enough the nature of their educational work. The group of nine thousand consists of: 6,936 college instructors; 1,069 college presidents; 388 elementary- or secondary-school principals (mostly of private secondary schools); 238 minor administrative officers in college who do not teach; 124 city school superintendents; 51 elementary- or secondary-school teachers; 43 state superintendents of public instruction; 36 members of state departments of public instruction; 33 assistant city superintendents (including supervisors and business managers); 16 directors or employees of foundations aiding education; 14 members of the staff of the United States Office of Education; 12 superintendents of state schools for the blind, deaf, defective, or delinquent; 10 private teachers of music, art, or dancing; 6 editors of educational periodicals not otherwise vocationally employed; 5 assistant principals; 3 employees of the American Council on Education; 3 secretaries of state teachers associations; 2 staff members of the National Education Association; 2 educational experts employed by private commercial corporations; and 1 person each in fifteen other lines of educational work.

Each of the forty-eight states, the District of Columbia, and a few of the territories, as well as a few foreign countries, are represented as being the homes of the nine thousand, but some states contain many more of the group than others. Indiana ranks pretty well down the list in this respect, occupying nineteenth place. Ahead of Indiana are: New York, 1,250; Massachusetts, 714; Pennsylvania, 664; Illinois, 642; California, 594; Ohio, 461; Connecticut, 313; Minnesota, 252; New Jersey, 243; Missouri, 220; Michigan, 214; Maryland, 199; Wisconsin, 196; District of Columbia, 195; Virginia, 195; Texas, 189; Iowa, 182; and North Carolina, 177. Indiana has 171.

Indiana's rank as the birthplace of notables in education is astonishingly higher. Only New York with 872, Pennsylvania with 695, Massachusetts with 646, Ohio with 638, and Illinois with 535 are ahead of Indiana. Indiana produced 398. Of the places named, California and the District of Columbia are primarily consumers of educational leaders, each having more than twice as many as it produced, and Indiana is primarily a producer, having produced more than twice as many as it uses.

Indiana's 398 notables in education are widely distributed. Sixty-four remain within the state, and all other states except Delaware, Louisiana, Mississippi, Utah, and Vermont are using some of Indiana's product. The largest numbers of Indiana's export are to: New York, 38; California, 37; Illinois, 36; Ohio, 22; Massachusetts, 18; and Minnesota, 17.

The traditional reputation of Indiana's being a hotbed for educational leaders is justifiable, but another tradition relative to this matter is erroneous. Local tradition within the state assumes that Southern Indiana much more than Northern Indiana is the source of supply. Assuming that most of the 398 vocational leaders from Indiana were getting their start about 1910, the census data of that year were used to divide the state into as nearly equal southern and northern halves as possible. A division line consisting of the northern boundaries of Vermillion, Parke, Putnam, Hendricks, Marion, Hancock, Rush, Fayette, and Union Counties places slightly more than half of the 398 educators in the northern half of the state. This classification is shown more definitely in Table I.

Five hundred and seventy-five of the nine thousand educators included in this report received their first degrees or college diplomas from teachers colleges or normal schools. One hundred fifty different teachers colleges or normal schools are represented by the 575 educators. Table II shows the rank order of the thirty-five such institutions that produced five or more educational leaders. The institutions are designated by the cities in which they are located because the proper names are less likely to serve as identifications.

Thus, in conclusion, the following facts are revealed by an analysis of the biographical sketches of educators found in the 1936-1937 edition of *Who's Who in America*:

1. Indiana is a producer of educational leaders. It has produced more than twice as many as it employs. Only five states have produced more than Indiana.[1] Indi-

TABLE I

DERIVATION OF NOTABLES IN EDUCATION FROM NORTHERN AND SOUTHERN INDIANA

Types of Positions	Northern Indiana	Southern Indiana	Total
College professors	160	153	313
College presidents	18	25	43
City superintendents	11	6	17
Minor administrators of colleges	7	6	13
Principals	3	..	3
Teachers	1	1	2
State departments of public instruction	2	..	2
State superintendents	1	..	1
Assistant city superintendents	1	..	1
Staff of National Education Association	1	..	1
Staff of United States Office of Education	..	1	1
Staff of educational foundation	1	..	1
Total	206	192	398

[1]Similar conclusions are reported in an analysis of educators listed in "Leaders in Education." This report is published in *School and Society*, Vol. 36, pp. 720-22 (December 3, 1932) under the heading, "Geographical Distribution of Leaders in Education."

ana's product is broadly distributed over America.

2. Contrary to popular belief in Indiana, Southern Indiana does not produce more leaders in education than Northern Indiana. It produces slightly less.[2]

3. Indiana State Teachers College has produced more notables in education than any other teachers college in America,

[2]"Leaders in Education," *Loc. cit.*

TABLE II

TEACHERS COLLEGES OR NORMAL SCHOOLS THAT PRODUCED NOTABLES IN EDUCATION[1]

Location of Institution	College Professors	College Presidents	Others	Total
Terre Haute, Indiana	27	7	5	39
Ypsilanti, Michigan	18	5	6	29
Cedar Falls, Iowa	12	6	1	19
Warrensburg, Missouri	13	4	2	19
Normal, Illinois	13	2	3	18
Oshkosh, Wisconsin	10	2	1	13
Bowling Green, Kentucky	5	5	2	12
Peru, Nebraska	6	1	5	12
Albany, New York	5	3	4	12
Danville, Indiana	7	1	3	11
Emporia, Kansas	6	2	2	10
Kutztown, Pennsylvania	5	3	2	10
Shippensburg, Pennsylvania	4	2	4	10
West Chester, Pennsylvania	4	2	4	10
Kirksville, Missouri	2	4	3	9
Genesso, New York	6	2	1	9
Greeley, Colorado	4	1	3	8
Lebanon, Ohio	6	1	1	8
Millersville, Pennsylvania	4	4	..	8
Nashville, Tennessee[2]	4	2	2	8
Bridgewater, Massachusetts	..	3	4	7
Bloomsburg, Pennsylvania	5	..	2	7
Milwaukee, Wisconsin	5	1	1	7
Stevens Point, Wisconsin	5	2	..	7
Los Angeles, California	5	..	1	6
San Jose, California	5	1	..	6
Boston, Massachusetts[3]	6	..	..	6
Springfield, Missouri	2	3	1	6
Pottsdam, New York	3	1	2	6
Denton, Texas	2	2	2	6
Charleston, Illinois	4	..	1	5
Valparaiso, Indiana	3	1	1	5
Cape Girardeau, Missouri	4	..	1	5
California, Pennsylvania	3	1	1	5
Huntsville, Texas	3	1	1	5
One hundred fifteen others	124	46	42	212
Total	340	121	114	575

[1]Some of the institutions are no longer extant.
[2]George Peabody College for Teachers.
[3]Teachers College of the City of Boston. Two other institutions in Boston are among the "one hundred fifteen others."

The Use Of The Anecdotal Behavior Journal In Student Teaching

Harold Bright
Assistant Director, Division of Teaching
And
Florise Hunsucker
Assistant Professor of Elementary Education in Social Studies in the Laboratory School
Indiana State Teachers College

In a study of records which can be recommended for use in inducting students into teaching[1] it was the consensus of opinion of those cooperating in the study that scientific progress cannot be made in the preparation of teachers without the use of adequate records which show growth and development of the student teacher prior to his student teaching, during his student teaching, and in his beginning teaching in the field. One form of record recommended for use and further study was "The Anecdotal Behavior Journal."[2] Such a record is described by Randall as:

> The anecdote is a record of some significant item of conduct, a record of an episode in the life of the student in action; a word picture of the student in action; the teacher's best effort at taking a word snapshot at the moment of incident; any narrative of events in which the student takes such a part as to reveal something significant about his personality.[3]

The anecdote may consist of any of the following: (1) a record of the observation of the situation; (2) a record of the observation accompanied by an interpretation; (3) a record of the observation with the interpretation and recommendations. This form of record may be used by the supervising teacher for the purpose of gathering data concerning the student teacher. It will also give data that will aid in interpreting and diagnosing present difficulties which form the basis for further guidance.[4]

Randall stresses the fact that "Its value depends upon the care with which it is fashioned and maintained as well as upon the skill with which it is used."[5]

The decision to experiment with "The Anecdotal Behavior Journal" as a record which would show growth and development of the student teacher prior to his teaching and during his student teaching came as a result of the assistant director's graduate course with Dr. Maycie Southall, George Peabody College for Teachers, Nashville, Tennessee, during the summer of 1936. Acting upon Dr. Southall's advice, permission was asked of Mr. Randall to reprint the article appearing in *Progressive Education*, January, 1936. Not only was the request granted, but Mr. Randall sent twelve of his own copies. He encouraged the attempt to use the Journal in student teaching and urged that a report be made of our progress.

When the Journal is introduced, teachers often report that the time used in recording is burdensome. Teachers readily acquire a technique with experience which

[1]Esther Dorothy Schroeder, "Records Recommended for Use in Inducting Students into Teaching," Unpublished Master's Thesis, George Peabody College for Teachers, 1936, p. 11.

[2]*Ibid.*, p. 40.

[3]J. A. Randall, "The Anecdotal Behavior Journal," *Progressive Education*, XIII (1936), p. 22.

[4]Esther Dorothy Schroeder, *op. cit.*, p. 40.

[5]J. A. Randall, *loc. cit.*

makes the note-taking a relatively easy matter. They find that the time is well-spent because of the fact that it makes their observations more meaningful, hence, more valuable.

Many school officials come to this institution to obtain their teachers. Those who have examined our reports have been kind enough to say that they consider this material very helpful in selecting teachers. One such report by Miss Florise Hunsucker has attracted a great deal of attention. By using the techniques so carefully illustrated in Mr. Randall's article,[6] it was a relatively easy matter for Miss Hunsucker to make the adaptations necessary on the student teaching level. For ethical reasons the real name of the student and the high school she attended are not given. The complete record made from observations recorded in the Journal follows:

Education 453
Student Teacher, Miss Martha Brown
Fall quarter, 1936-37
Social Studies 7A with Miss Florise Hunsucker

This report to the director of the division of teaching will include brief discussions on the following sujects:

1. Miss Brown
2. Miss Brown, the student
3. Miss Brown, the student teacher
4. Miss Brown, the teacher in the future

MISS BROWN

"Good morning, I am Martha Brown, a student teacher this quarter." These words were spoken so softly that I looked the second time to see clearly the student who possessed that soft, flexible, sympathetic voice. Here was a girl short in stature and rather stout. She wore her hair combed back very straight; there was no sign of a frizzy permanent wave. There were clear blue eyes that looked you straight in the eye and held a twinkle now and then that endeared the new student to the pupils.

Clothes, well—they were always neat, plain, and some times severe. Never at any time did the wearer of these plain clothes use bright colors to make a few touches here and there to relieve the somber grays, browns, and tans. There is a need for a dash of color to make more alive the personality of Miss Brown. Dresses, too, need to be made so that the wearer looks taller than she is.

The very quiet manner and reserve of Miss Brown made it just a little difficult to appreciate her efficiency at once, but one soon finds that she is a student of few words. Instead of the "talking" she is the "doing" sort of person.

MISS BROWN, THE STUDENT

Attached to this sheet or report is a biographical data sheet[7] which Miss Brown filled out when she entered the college in 1933. The items on the sheet tell the story of a student who comes from a noral home—a home complete with father, mother, two daughters, and one son. As a student in high school, Miss Brown liked all subjects because they were all easy. There was time for extra-curriculum activities in high school as well as in college. Having been president of the senior class in high school, secretary of the debating club, secretary of Pi Gamma Mu and of Pi Omega Pi—college honorary fraternities, Miss Brown surely has been a leader in student affairs. Besides these experiences, she has had contacts made in her teaching at the Baptist Church and in the offices of a prominent lawyer in the city. At the present she belongs and is active in a social soroity, Pi Gamma Mu, Pi Omega Pi, Kappa Delta Pi, and Social Studies Club on the campus. Miss Brown is rated by the social studies department in the college as one if its strongest students.

MISS BROWN, THE STUDENT TEACHER

In the first quarter of supervised teaching it is customary to to give the student practice in classroom management, selection of subject matter, actual teaching, testing, and taking care of individual differences.

The first two weeks of the quarter Miss

(Continued on page 16)

[6]J. A. Randall, *loc. cit.*

[7]These forms may be secured, without cost, from the Assistant Director, Division of Teaching, Indiana State Teachers College, Terre Haute, Indiana.

An Experiment In Coordinating The Courses In Methods And Supervised Teaching

R. H. Snitz
Professor of Industrial Arts
Indiana State Teachers College

During the fall quarter of 1936 an experiment of vital interest to both students and teachers was being made in the industrial arts department of Indiana State Teachers College. The experiment was an attempt to coordinate the course in methods of teaching industrial arts and the courses in supervised teaching. It was felt that if a more vital relationship could be established between these courses, the life of the student teacher would be enriched and his problem of beginning teaching would be simplified. Through methods courses as usually taught, it was extremely difficult to give the students a clear conception of the teaching problems that would confront them; students with no teaching experience had difficulty in seeing a problem before the problem actually confronted them. The world of books furnished many helpful examples and plans of action; but if the student's own experience did not enable him to image the situations described, such examples lost much of their significance. The teacher was able to bring the situations nearer by giving examples of various problems in his teaching experience; but even these did not touch the student's own lives. For these reasons teachers felt the need of a method that would give life and substance to the problems assigned and that would enable students to become accustomed to the conditions that they would encounter in their student teaching.

There were three factors that made the industrial arts department well-fitted to undertake this experiment of bringing the course in methods of teaching into a closer relationship with the courses in supervised teaching. First, there had been worked out by the head of that department a syllabus and guide in the procedure of teaching industrial arts. This syllabus was especially helpful in the experiment, as it directed the attention to specific problems in teaching industrial arts—problems not always obvious until pointed out, but problems that most students will meet in their first year of teaching. It was helpful, also, in its provisions for acquainting the student with literature dealing with industrial arts teaching. The second factor that furthered the experiment was that the man who was to teach the class in methods that quarter was a former critic teacher in the laboratory school. Third, the critic teacher in the laboratory school, whose work the methods class was to observe, was a former student of both of these men, and he had kept closely in touch with the college department through departmental meetings, the Industrial Arts Club, and the activities of the Epsilon Pi Tau fraternity.

At the beginning of the quarter the length of the class period for the teaching of methods was extended from one hour to two hours. The first hour was spent in the laboratory school observing the presentation of a lesson by the critic teacher or a student teacher, as the case might be. The second hour was devoted to a round table discussion. Realizing that the student had to be prepared to make an intelligent observation, the teacher gave assignments for research and study to precede the class period. It was hoped by this method to assist the students in making teaching problems real, to help them acquire a method of locating and solving such problems as exist in every school shop, to show them mistakes to be avoided, and to assist them in becoming accustomed to the procedure of teaching.

One of the greatest problems in education today is to make a course appear val-

uable to those pursuing it. Before the first observation period, the teacher of methods tried to awaken the interest of the students in the fact that they were entering into a new phase of their lives as students, a phase novel in that it had not been encountered before. They were now to become accustomed to the routine of the classroom not from the student's but from the teacher's viewpoint. It was now time for each one to acquaint himself not only with the general principles of educational instruction, but also with the details of instruction in his own chosen subject and to begin to form his own technique. Even in the preliminary meeting the class showed a keen interest in the plan as presented and expressed eagerness to enter into the spirit of the experiment. As students were to observe the beginning of a quarter in the laboratory school their first reading assignment and their first suggestions for observation dealt with the topic, "Starting the Class at Work." For the first lesson it was suggetsed that they think of the following: time used for preliminaries, the pupil's attitude toward the teacher, the teacher's preparation for a proper start, a spirit of cooperation, the advisability of stating briefly the aims of the course, and the results that should be expected from the first lesson.

Since at first the problems were not always obvious to the methods class for a few days the critic teacher helped by stating his aims or objectives. This served to give meaning to what otherwise might have been indefinite or confused. Students soon became able to recognize the pivotal point of a lesson and during the discussion hour they could review the most essential details and fit them together into a significant scheme. From this it was only a step to becoming interested in making lesson plans. Students learned to recognize and discuss problem pupils. They compared the problems that they observed with those that they had read about in their reseach work. Thus they learned to select and make use of materials relating to a genuine problem. In discussing the procedure of the critic teacher, students spoke freely of the things which they considered good; but there was some hesitancy in offering adverse criticism. Both the critic teacher and the teacher of methods assured the class that all criticisms would be taken kindly and that they would appreciate students mentioning procedures which they did not understand or things which did not seem wise to them. This encouraged honest criticism. Before the close of the quarter the critic teacher was sometimes asked to defend some of the things which he did, and very interesting discussions followed. The experience of the methods class was broadened by visits to other industrial art classes in the city.

Early in the quarter the critic teacher held a conference with the members of the class and assigned each of them a unit of work to be prepared according to a plan which he had previously worked out. Each student was expected to teach his block of work during his first quarter of supervised teaching, and the critic teacher arranged his program so that this would be possible. Students recognized the practical value of this and some very good units of work were planned. One of these blocks, that on concrete by Charles E. Jordan, is given here as an example.

CONCRETE

I. General objectives of education
   - A. Health
   - B. Vocation
   - C. Citizenship
   - D. Command of fundamental processes
   - E. Worthy use of leisure time
   - F. Worthy home membership
   - G. Ethical character

II. Objectives of industrial arts
   - A. Guidance
     Through guidance it is aimed to show existing opportunities and conditions in various occupations.
   - B. Exploration
     Through exploration it is possible to test interests and aptitudes.
   - C. Industrial intelligence
     Through industrial intelligence it is aimed to foster the appreciation of differences and inter-relations of crafts and industrial methods of production.
   - D. Activity
     Through activity opportunities are provided for pupils to make and do things they like, thus developing confidence through directed efforts at expression.
   - E. Vocational
     Through vocational objectives the student may acquire a degree of skill in tool manipulaton.

F. Formation of worthy habits and attitudes
Through formation of worthy habits the student may acquire a degree of self-discipline and the attitude of cooperation.

G. Fundamental skills
Through fundamental skills it is aimed to provide training in common skills everyone should possess in the use of common tools and materials.

III. Objectives of concrete
A. To give the students some knowledge of the various kinds of concrete mixtures and the possible use of each.
B. To acquaint the students with a product that is playing an increasingly important part in the industrial world today.
C. To study the more important types of concrete work.
D. To give the students some actual experience in the mixing, placing, finishing, and curing of concrete for various uses.
E. To conduct a few simple experiments that will enable the students to better understand proper methods of curing, proper selection of aggregates, methods of reinforcing, mixing, bleaching, and waterproofing.
F. To study the occupational opportunities of various types of concrete work.

IV. Class organization
Inasmuch as concrete lends itself to a rather unique procedure of class instruction, the teacher simply directs the demonstrations. As a result, the boys are really doing the demonstrating themselves. The instructor must, of necessity, keep a close watch and lend a hand whenever necessary as each new project is introduced.

When members of the class understand the different operations and have mastered the new operations, the instructor need not watch them so closely; however, a check-up must be made from time to time to insure that everything is progressing smoothly.

The class may make as many projects of the same nature as it desires, or as would seem advisable.

The instructor must be present at all times. The boys will be excused whenever they have finished their work for that particular day. On one day of each week the time will be used for discussion of related or technical information.

If possible, it will be arranged for the class to do some custom work under the supervision of the instructor.

V. Problems to be assigned
A. Square flower box
B. Bird bath (complete)
C. Round jardiniere
D. Long flower box
E. Lawn seats
F. Square rustic flower box
G. Long rustic flower box

VI. Equipment
The following is a suggestive list of equipment for ten (10) pupils. (The quotations are only approximate and are a medium grade of equipment.)

No.	Item	Approximate unit cost	Total
4	No. 2 square edge handle shovels	$ 1.50	$ 6.00
5	Trowels, 5" mason	.50	2.50
3	Trowels, plasterer's steel	1.50	2.50
*12	Tamps, small wood		
* 8	Wood floats with handles, assorted sizes		
* 1	Sand screen, ¼ inch mesh (18" x 36")	.50	.50
1	Sand screen, ¾ inch mesh (18" x 36")	.50	.50
1	Sand bin, to hold 1 cubic yard	3.50	3.50
1	Ten-quart hand sprinkler	1.00	1.00
2	Ten-quart pails	.50	.50
1	Mixing platform, (6' x 10')	5.00	5.00
1	Truck with small wheels (2' x 3½')	2.50	2.50
2	Edgers	.75	1.50
2	Groovers	.75	1.50
1	Level	1.00	1.00
1	Small metal tamp	1.00	1.00
2	Measuring boxes—½ and 1 cu. ft. capacity	.65	1.30
2	Tampers (15 lb.)	.50	1.00
2	Wire brushes	.65	1.30
1	Water tub for curing projects	3.00	3.00

Such tools as a hammer, pliers, screw-driver, hatchet, cold chisel, etc., will likely be found in most school shops. If they are not, they may be purchased for approximately 5.00

If wooden forms are to be made in the school shop, most of them can be made (cores included) for approximately (each) .6

If metal forms are to be used, it would be well to have forms for the following four projects to start with; others can be added later:

Square flower box	20.0
Bird bath	70.0
Round jardiniere	35.0
Long flower box	40.0

VII. Analysis of unit
A. Skills
1. To gain skill in the use of tool used.

2. To gain skill in laying out for concrete work.
3. To gain skill in setting up equipment.
4. To gain skill in the mixing of aggregates.
5. To become more skilled in the placing of the concrete in the forms and layouts.
6. To become more skilled in the finishing of concrete.
7. To become skilled in the curing of concrete.

B. Information
1. To acquaint the pupil with a product that is playing an increasingly important part in the industrial world today.
2. To give some knowledge of various mixtures and possible uses of each.
3. To study important types of concrete work.
4. To study the history and manufacture of cement.
5. To acquaint the pupils with the extent to which concrete is used today.

VIII. Unit Course in Concrete

A. First Week
1. Learn the names of the tools used.
2. Study the time required for setting and drying.
3. Study the effect of rapid drying.
4. Conduct a demonstration in the making of a few simple projects.

B. Second week
1. Acquaint students with the use of reinforcements.
2. Demonstrate the varied methods of tamping different projects.
3. Demonstrate the making of a core project.
4. Removal, cleaning, and caring for forms.

C. Third Week
1. Plan a simple form.
2. Select material for this form.
3. Put the form together.
4. Treat the form with linseed oil.

D. Fourth to fifteenth weeks
1. Let the students make the projects they have chosen.
2. Arrange for the students to do some custom work if at all possible.

E. Sixteenth week to eighteenth week
1. Clean and oil the forms.
2. Clean up the shop.
3. Devote as much of this time as possible to related work (assign special reports, etc.).
4. Give a final test covering the semester's work.

IX. Bibliography

A. For the teacher:

Lewis, Melvin S., and John H. Dillon. *Instruction Sheets for Concrete.* McGraw-Hill and Company, New York, 1932.

Bawden, William T., et al. *Industrial Arts in Modern Education.* Manual Arts Press, Peoria, Illinois, 1934.

Teachers College Journal. Indiana State Teachers College, Terre Haute, Indiana, March, 1936.

Selvidge, Robert W. *How to Teach a Grade.* Manual Arts Press, Peoria, Illinois, 1923.

Selvidge, Robert W. *Individual Instruction Sheets.* Manual Arts Press, Peoria, Illinois, 1926.

B. For the student:

Atlas for Concrete, *Portland Cement for Concrete.* The Atlas Portland Cement Company, New York City, New York.

Alpha Cement, How to Use It. The Alpha Portland Cement Company, Easton, Pennsylvania.

Design and Control of Concrete Mixtures. Portland Cement Association.

While it is true that the efficacy of a method of instruction cannot be determined by one trial, there were several results which point toward success in the experiment. Members of the class realize that:

(1) Success in teaching requires a definite plan of action; the more carefully considered and clearly formulated the plan, the greater its practical value. As a result, students lost much of their aversion to making lesson plans and entered into the spirit of planning units of work.

(2) Observation furnished an incentive for research and students learned to use in the most economical way the reference books and collateral reading. Such reading became more vital by being interpreted in terms of the students' experience.

(3) Students saw the necessity of the teacher's being alert and always on the the watch for problems in the school shop. Studying real discipline problems was especially helpful to them. They learned to recognize the disorderly pupil, the mischievous one, the slovenly, the egoistic, and the subnormal, and they learned a little about dealng with such cases.

(4) The class gained in appreciation of the opportunities for service in the life of a teacher.

(5) Most students with no teaching experience have no definite idea of how to go about their first work in supervised teaching. Their fear of being watched and criticized makes them ill at ease, and the knowledge that their grade depends upon their procedure adds to their discomfort The experiences of this class in methods seem to have taken away this feeling of uncertainty of procedure and fear of consequences. Some members of the class began to look forward with pleasure to their teaching work of the following quarter, and some students asked to be allowed to teach a lesson before the class in methods

Results are best judged, however, by the student's expression of his own reaction. For this reason an article by Charles Wendholt, one of the students in the class, which appeared in *The Industrial Artsman*, a publication of the college's industrial arts department, is reprinted here.

Coordinated Methods And Supervised Teaching

An experiment in coordinating the methods course in industrial arts and the course in supervised teaching was made during the fall quarter of 1936. This may be of interest to those who have yet to take their supervised teaching.

As the courses in methods and supervised teaching had previously been conducted, the student spent an hour a day in class discussing theories obtained from textbooks and the teacher's experiences. On the part of the student these were discussed from a purely hypothetical standpoint as there were no available situations to which he could apply these theories. Under this set-up the student collected a mass of information of someone else's experience. This was all new as far as he was concerned. Naturally, when the time came for him to apply the theories in his actual student teaching, confusion resulted. Why? Because the theories had been merely learned and were not "on-tap" or applicable in actual situations. Much of that which was learned was quickly forgotten because it had no actual vital significance to the student's situation when he was learning it.

Starting with these facts in mind, a new program was installed. A close relationship between the methods, or theory, and the practice was desired. Under this new system the student spent two hours a day in the methods class—one hour actually observing a real class and the other hour discussing real situations. The theory learned from books was applied directly and conclusions drawn immediately as to the desirability of some procedures and the impracticability of others. Thus deductions were made directly on the job; there was nothing strange or artificial about the methods of teaching when seen in this manner. Everything was functionally significant in this type of coordinated program.

The student's observations, discussion, research, and finally, actual application, all helped to provide an adequate background as preparation for the job of student teaching. The situations provided were real and the solutions to the problems were real. What could be simpler—what could be better? Added to this day-by-day observation, the class took occasional excursions to nearby industrial arts classes to observe them in session.

The final work of the first coordinated industrial arts methods class was a panel discussion. This was held at the district meeting of the Indiana Industrial Education Association at Montezuma in the fall. (The discussion given will apear in an early issue of the state paper of the I.I.E.A.) The panel discussion was a timely topic growing out of class discussion on similar topics. As the proof of any pudding is in its eating, it can only be said that it tasted good going down and it seems to be digesting perfectly. The foundation laid by repetitive contact with educational situations provided the students fortunate enough to participate in this new type program with the necessary insight to carry over the training in methods to that of supervised teaching. Familiar with procedures and methods of instruction, administration, supervision, and maintenance, the student teacher cannot help being better equipped to step in an take over in a more efficient and satisfactory manner.

Around The Reading Table

STONE, CLARENCE R. *Better Advanced Reading.* Webster Publishing Company, St. Louis, 1937. 292 pp.

This book, which has long been desired by progressive elementary teachers, supervisors, and teachers of English methods, in all respects lives up to their anticipations of it. It maintains the excellent quality of *Silent and Oral Reading* (1922) by the same author, and adds to the fundamental material of that book the findings of the last fifteen years in the reading field. Chapter headings indicate the scope and the practical value of the book: Present Trends in the Light of Historical Perspective; Surveying Results and Locating Opportunities for Improvements; Reading Objectives and Means; Classification and Differentiated Group Instruction; Vocabulary Problems; Group Interpretive Reading; Work-type and Practice Reading (Silent); Individual Recreative Reading; Oral Reading: Better Realization of Its Values; and Individual Diagnosis and Corrective Instruction. Diagnostic case studies in the final chapter are a particularly helpful feature to the beginning teacher. The book gives invaluable guidance in formulating a modern program in reading above the primary grades, as to objectives, methods, activities, and materials.

—Mary Reid McBeth
Indiana State Teachers College

CHAMBERS, M. M. (EDITOR). *The Fifth Yearbook of School Law.* Amercan Council on Education, Washington, 1937. 144 pp.

This series of yearbooks was begun as a private enterprise under the managership and editorship of M. M. Chambers, who still retains the co-authorship of the series. Three yearbooks were prepared under his direction. ". . . .in 1935, the Carnegie Corporation through the Carnegie Foundation for the Advancement of Teaching, granted to Purdue University $500 a year for five years" for the purpose of making studies in school law and in publishing the results. The yearbooks for 1935 and 1936 were prepared under this sponsorship, with Mr. Chambers and President Edward C. Elliott of Purdue University as co-authors. The American Council on Education is technically the publisher of these volumes.

The general plan of these issues is to place in as brief form as possible all decisions of higher courts in all states of the United States relating to school law. It is well-known that the intent and meaning of many statutes must be determined by the courts. In view of this fact, court decisions are often of greater importance than the original statutes are.

Each field as given below is cared for by one skilled in school law. The fields covered by these digests of court decisions together with those preparing them are: (1) The Rights of Pupils and Parents—D. H. Cooke; (2) Certification, Appointment, and Contractual Relations of Teachers—E. W. Anderson; (3) Teachers' Tenure—D. R. Hodgdon; (4) Local School Offices—J. B. Tietz; (5) The Local School Corporation—Newton Edwards; (6) County School Administration—J. E. Seyfried; (7) The Management and Control of School Property—H. H. Punke; (8) School Contracts Other Than for Teaching Services—J. W. Day; (9) The Tort Liability of School Districts and School Personnel—R. M. Lochenour; (10) School District Indebtedness—R. D. Owens; (11) Taxation for Public Education—Ralph Yakel; (12) The Creation and Alteration of School Districts—C. E. Ackley; (13) State School Administration—W. L. Coffey; (14) State Institutions of Higher Learning—Alexander Brady; (15) Private Schools and Colleges; Educational Trusts —C. E. Spenser; (16) Tax Exemption of Educational Institutions—M. M. Chambers. In addition to the above chapters of Vol. V, a study of Instruction in School Law by M. L. Lowery and an Appendix on Doctoral Dissertations in the Field of Educational Law, 1918-1935, by Carter V. Good are included.

The plan followed has been to secure as complete a list of decisions falling under the above headings as possible. These are divested of their legal phraseology as fully as possible. On this point, it may be said that the authors of the various chapters have succeeded admirably in their attempts to digest the decisions in such a way that school administrators may find them useful. Indexing and cross referencing are both cared for adequately. These issues furnish a superior source of materials relating to trends in school law in so far a these trends are determined by the courts.

—E. E. Ramsey
Indiana State Teachers College

TUTTLE, HAROLD SAXE. *The Campus and Social Ideals.* Harold Saxe Tuttle, New York City, 1936. 86 pp.

It is generally admitted that the individual's attitudes are the fountain-head of his behavior patterns, that one's fixed type of behavior may be traced back to a mental set for or against a given value. For this reason many sociologists see in

attitudes and values, the units of social phenomena, the irreducible divisions that still act consistently.

Liberal education has long claimed its superiority over the vocational type on the basis of its social results, i. e., it claims that the recipient of a liberal education is a better social creature, he is more interested in the social order about him, its progress and problems. He is, moreover, a better actor in the social drama, more unselfish, and more active in civic affairs. In short, to go back to our first assertion, it is claimed by the advocates of the liberal type of education, that the recipient of this brand of education has his basic social attitudes changed or, more specifically, improved.

This claim is of vital importance if it is true. But, is it true, or is it another sympton of wishful thinking? The probable answer is, "Nobody knows." Nobody knows because: (1) as a people, we are not inclined to view *social* phenomena critically or in the scientific mood, and (2) there have been as yet few, if any, methods for objectively isolating and measuring such subtle and personal factors as attitudes.

The work by Mr. Tutttle herein reviewed is an attempt to approach this whole problem scientifically. The investigator has tried to discover some way of isolating and measuring the changes in social attitudes of students. More than this, he attempts to discover what agencies within the range of the students' lives are most influential in bringing about these changes.

To the reviewer the work is a commendable effort. This particular study may or may not have great intrinsic worth, but it demonstrates the scientific spirit in a new field, the willingness to try and try again to find ways to approach a new area of phenomena. Many such studies may be necessary before anything of value is achieved. Many such studies may show the approach to be valueless but whether negative or positive in results, similar work is needed to clear the atmosphere and advance the technique of social investigation. Science knows no stereotyped mode of progress, and in this particular area there are no guide-posts.

This study was conducted along the most rigidly scientific lines. Two preliminary studies were conducted to find apparently what college administrators based their assumptions upon and what agencies within their institutions played the predominant roles in shaping the social mindedness they claimed for their students.

The result of this latter study is interesting. The main result was to reveal the fact that there was no basis for the assumptions upon which any dependable proportion of the administration agree. Replies were received from 275 out of 500 colleges questioned. The final study is the one presented in the volume herein reviewed.

Mr. Tuttle's procedure here was to make arrangements with the executives of four colleges whereby tests were given the freshmen in September and again in May. The tests were also given to all members of the teaching staffs whose freshman enrollment was fifteen or more. In all cases *gains* rather than scores were used as the basis of study.

The test used was not widely different from attitude tests of previous studies. It was of the so-called "concealed type." The "concealing" was accomplished by directing attention to the intellectual aspect of the problems involved by using the title, "A Study of the Application of Civic Knowledge." Actually, the tests, for there were two separate forms used, tested two elements: first, consistency in the application of civic knowledge and second, the degree of social-mindedness as contrasted with individualism. The last mentioned test supplied the data for this study.

Later, another blank was given out, with no suggestion of its relationship to the attitude tests, in which the students reported participation in extra-curriculum activities, economic status, participation in athletics, living conditions, use of periodical literature, and other information. From the registrar other information about each student was secured, such as, grades, courses, religious affiliation, and psychological test scores.

Correlations were then computed using the *gains* as indicated by the difference between the scores of the May and September tests, and the information supplied by the students and registrars.

In reporting his findings, the author is as cautious as in his preparation and administration of the tests. He recognizes that his findings are but tentative. The number of colleges involved was small, and the total number of students too low to warrant sweeping assertions. But the study shows something more, this reviewer believes, than the author suggests.

The study seemed to indicate that the reading of progressive magazines influenced social attitudes more than any other single agency. If following studies show the same, it would appear the college library may profitably be given more attention that is the frequent practice.

Financial insecurity and the necessity of working seemed to play a major role in favorably influencing social attitudes. This may point to the need for greater emphanis on student self-assistance plans.

Cooperative service projects were rare, but where they appeared the participating students ranked high in attitude improvement. It would appear from this study

that such activities deserve more emphasis than they have been receiving.

The influence of faculty members varies widely as one would expect. The study shows further that this influence varies widely from student to student under the same instructor.

The author is of the opinion that this study should be extended to a wider scope of colleges and within these colleges, over a greater time range.

It seems certain that if these or similar studies can isolate the influences of various campus agencies and if they can arrive at some estimate of their relative worth in forming social attitudes, the products of those colleges basing their procedure on these studies might be made to yield far greater returns in social adjustment and effective citzenship.

—V. Dewey Annakin
Indiana State Teachers College

BUROS, OSCAR K. *Educational, Psychological, and Personality Tests of 1936.* School of Education, Rutgers University, New Brunswick, New Jersey. 141 pp.

The publication of this bibliography brings up to January 1, 1937, the list of publications in the field of test and measurements. This volume gives not only the tests published in 1936, but also all books on measurement published in 1933-1936. The same author's publication in 1935 of tests published in 1933-1935 together with Hildreth's *Bibliography of Mental Tests and Rating Scales* published in 1933 completes the series of three volumes listing all the important tests ever published.

The classsification scheme followed in the new volume, the three convenient indexes, and especially the inclusion of a bibliography of books on measurement, make this work of great value to teachers and all workers in the field of psychology and measurement. An important feature also is the information given about every test listed. Here can be found a description of the test, the school level for which it is prepared, the number of forms, the time required, the price, and the publisher.

It is to be hoped that the author will continue to prepare such a volume annually.

—E. L. Abell
Indiana State Teachers College

SHARMON, JACKSON R. *Modern Principles of Physical Education.* A. S. Barnes and Company, New York City, 1937. 208 pp.

This is the fourth in a series of college textbooks to come in rapid succession from the pen of a relatively new writer in this field. In the opinion of the reviewer, it shows considerably less originality than any one of the three preceding volumes—*Introduction to Physical Education, The Teaching of Physical Education,* and *A Physical Education Workbook.* A reader who is familiar with existing texts dealing with principles of physical education cannot escape the feeling that this new book is an attempt to simplify subject matter that the author apparently feels is graduate material in order that it may meet the needs of the senior college level.

The two introductory chapters of the book, the writer tells us in the preface, are planned to show how the American school program of physical education evolved and to raise certain problems in physical education concerning which conflicting viewpoints still exist. Typical questions raised are: (1) the health values of physical activity, (2) the possibilities of organic development through physical education. (3) the value of good posture, (4) character development, (5) credit for physical education, (6) the place of inter-institutional athletics, etc. Each of the next five chapters, in turn, discusses pertinent facts from biology, sociology, psychology, education, and philosophy which are basic to any satisfactory answer to the type of question raised in the introductory chapters. The last four chapters deal with principles that underlie the development of a school curriculum in physical education, the development of leadership in the profession, and with principles of method and administration.

The chapter dealing with leadership makes some novel suggestions concerning differentiated levels of professional service in physical education. One wonders what the reaction of the rapidly developing departments of physcal education in the state teachers colleges will be to the statement that the preparation of physical education teachers for the elementary and secondary schools as well as for the college level should be the responsibility of the "better universities" of the country. A textbook of this type seems scarcely the place to raise that always controversial teacher-education issue.

This book, as are all of Dr. Sharmon's texts, is well organized and is clearly and and interestingly written. The questions for review and suggestions for further study together with the references given at the close of each chapter enhance its value as a text.

—Florence M. Curtis
Indiana State Teachers College

O'BRIEN, JUSTIN. *The Novel of Adolescence in France.* Columbia University Press, New York City, 1937. 240 pp.

Modern educators know, though they sometimes need to be reminded, that high-school pupils are too immature to appre-

ciate great literature. Indeed, this fact is the very foundation of the work of every good teacher of literature.

Mr. O'Brien's book shows in detail how French writers of fiction from 1890 to 1930—among them stands out M. André Gide—have made almost a cult of their interest in adolescence. During those forty years, youth—especially the young man—has become a favorite character, and his whole development has been studied microscopically. For the edification of the sociologist, the psychologist, and the teacher, the author has appended an imposing list of French fiction and critical works illustrating his theme.

Educators who want further substantiation for teaching the child instead of subject matter, should, while not forgetting Rousseau's erratic efforts in the same direction, add this scientifically developed book to their reading list.

—Leslie H. Meeks

Indiana State Teachers College

CRISLER, H. O. "FRITZ" and E. E. "TAD WIEMAN. *Practical Football.* Whittlesey House, McGraw-Hill Book Company, New York, 1934. 242 pp.

This fifth printing of *Pratical Football* in the last three years assures one of its practicability. It is an excellent manual for coaches, players, and students of the game.

Abstracts of Theses and Faculty Bibliography. University of Washington, Seattle, 1937. 749 pp.

This volume contains the abstracts of masters' theses for the academic year 1936 1937, of doctors' dissertations from August, 1931, to June, 1937, and the bibliography of faculty publications from May, 1936, to April, 1937, inclusive. It will be the future policy of the University of Washington to issue an annual volume in this series.

THE USE OF THE ANECDOTAL BEHAVIOR JOURNAL IN STUDENT TEACHING

(Continued from page 7)

Brown sat down with each pupil in her class and discussed with him his own history and problems. By these contacts Miss Brown knew more about the pupils than did the regular teacher at the beginning of the quarter. Through these contacts, too, there developed a feeling of respect, comradeship, and affection between the pupils and the new student teacher. Pupils are good judges of good teachers; therefore, Miss Brown passed the pupil test with flying colors.

Definite directions for classroom problems, management, and teaching were given to the student as the need arose. Some students, however, even with clear cut directions, fail to get the response that should come in a well-planned activity, but Miss Brown never allowed a flaw in her class management. She was, indeed, efficient here. Every report, every chart, every assignment, every paper was taken care of at the right time and in the right place. Never once did she have to be reminded that her charts or her reports needed to be marked. Classroom procedure was always orderly and efficient.

In the selection of subject matter, Miss Brown was prone to select it all and try to teach all. Finding this was impossible she soon learned to organize the materials around the topics that needed to be developed. There is still room for improvement along this line. When it came to the actual teaching, it was a pleasure to watch her unfold her clever devices to motivate the work, set up goals, drill when it was necessary, keep the pupils' sustained interest, and get results. When special help was needed, Miss Brown came back to the school during study periods and helped the pupils. She never left anything undone. Her work with the children was always finished regardless of anything else.

MISS BROWN, THE FUTURE TEACHER

Miss Brown is a conscientious student, has a fine sense of balance, knows how to work at this teaching business, and is always pleasant and kind. She cooperates and works with others unusually well. What more can we expect from a future teacher?

HOW WE HAVE PLANNED AND ORGANIZED

Mary D. Black
Gertrude Ewing
Olis G. Jamison
Joy M. Lacey
Helen Price
John R. Shannon
Flora Smith

WHERE AND HOW OUR CHILDREN LIVE

Grace DeVaney
Ella Grover (deceased)
Mary D. Reed
Birdenia Rose
Sylvan Yager

WHERE OUR CHILDREN GO TO SCHOOL

Olis G. Jamison
Earl E. Ramsey
Sylvan A. Yager

The laboratory school of the Indiana State Teachers College is not organized as a separate unit of the college; rather, it is organized as an integral part of each of the several instructional departments. Teachers in the laboratory school are members of the college departments of their teaching fields. Qualifications for teaching laboratory school classes are the same as for college classes. Persons joining the faculty of the college are employed with the understanding that they may be assigned classes in either the college or laboratory school divisions. While the function of the school is closely related to the education of teachers for the public schools, it is also vitally concerned with the education of the boys and girls who attend it and considerable attention is given to their welfare. Dr. Olis G. Jamison, principal of the school, serves as the chief coordinating officer in the development of a program for the children of the school and in fostering close integration of the work of the laboratory school and the college. Miss Mary D. Reed serves as his assistant in the elementary field and Mr. Harold Bright in the secondary field.

The series of *Journals*, of which this is the first issue, to be devoted to the laboratory school will give a detailed picture of all the various activities carried on in the teacher education program of the Indiana State Teachers College as these activities are centered in the laboratory school.—THE EDITOR.

What We Believe

It would be absurd for anyone to attempt to forecast just what the purposes, materials, procedures, and organization of the schools will be ten or twenty years in the future. Nobody knows what the future is going to be. The one thing of which we are sure, however, is that it will not be just what it is today, for change is the inexorable law of the universe. Ten years ago the wisest seer did not know what the year 1937 was going to be politically, socially, or economically. No one is wise enough today to picture accurately the things that will be happening in 1947.

The recent history of the western world —and in part of the oriental world—is a history of unparalleled speed in change, though this speed is more definitely applicable to the material world than to the world of thought. One phase of thought —that of scientific thought—is not, however, an exception to this prevalence of speed. The field of science together with its offspring, mechanical invention, likewise obeys the speed rule. In fact, from mechanical invention comes that one of the factors that furnishes the finest illustration of the law of speed and of whatever results flow therefrom, and the results are numerous.

The industrial world is a new world—though not always a good one—under the domination of this law. The industrial world is now a machine-operated world rather than a manually-operated one. This fact in its turn leaves numerous unsolved problems. Among these are leisure, the assumption by the school of the vocational training of boys and girls, some losses to the world of the artist, some gains to the world of the artisan, a change in the character of home life, and certain changes in the mental and spiritual outlook of people.

Because of the problems already noted, the social world is in a whirl. Industrialization seizes all endeavor; communication and transportation vie with each other in speed in an age in which population lives increasingly *en masse* and in which people need to learn how to live so, in a far more satisfactory manner. Uncertainty besets our economic system, and even lines of political demarcation seem less clear than formerly. The belief of Western Europe and of the Americas that democracy must be the predominant political theory underlying government is badly shaken. Instead of cherishing a belief in its permanence, we turn now to the hope of saving our form of government. Religion has lost its authoritarian power in a considerable way. There are those who argue that it is right and proper that all these should change because other and better ways of life have been found. Admitting, for the sake of argument, that this is true, the fact still remains that they are all wrenching man's civilization sadly and that uncertainty seems the most certain thing in life. If one does not admit the truth of this demand for change, the matter is all the more poignant. So sharply are these general facts relating to social change marshaled that each school of thought now utilizes the argument against its opponent as pernicious propaganda. Truth is not always sought. Schools thus come to be institutions that conform to what is often purely local prejudice respecting a problem rather than institutions that consider the facts in a given situation and that announce tentative solutions.

In the field of mental science even more distressing uncertainty exists. A prominent psychologist says, "Yet there is not enough fact in the whole science of psychology to make a single solid system." This situation is in part due to the rapid expansion of the biological sciences; to the attempted divorcement of philosophy and psychology; to the numerous older theories that still have weight with some; and finally, to social lag that binds some individuals to the older theories and sets them against the newer thinking. This new biological psychology has not to a great extent permeated our educational practices.

But two trends are now clearly outlined. One of these is a demand for a changed school theory and practice; the other is a

A SOCIAL STUDIES LABORATORY AT WORK

tendency toward sane experimentation in school practices. The latter more than any other one thing can point out the road to educational progress. It seems fortunate, therefore, that we have existent no greater degree of fixity of theory and practice than we have. But the situation also means that our theories and practices must be tentative ones in most fields, all capable of change when the results of experimentation indicate that further changes are needed. Otherwise, the school proclaims its infallibility—which is a dangerous acknowledgment—and thus builds barriers across roads to progress.

Even though there is the changing world, there is also the world of the achieved knowledges. The school has the duty of perpetuating all these knowledges that promise to be of considerable value to the child in the solution of his problems. The school has the duty of evaluating both the older and the newer materials to determine whether particular segments should be included or excluded. The school has the further duty of anticipating trends to the end that such anticipation may furnish bodies of materials when the time is ripe for their use.

These suggestions involve the use of two important principles. First of all, the individual must be developed physically, mentally, and ethically, not only in terms of himself, but also in terms of the worthy social groups with which he lives.

Education as such, for education is life-experiencing, has been begun at birth and will stop only at death; but formal education occupies only a few years of one's life. It is the business of the educator to see that during those years all sides of life are so woven together that the one being educated becomes an effective growing whole, an integrated per-

sonality. To this end educators are conscious of individual differences and appealing to them in such various ways that physical and mental health, emotional reactions, habits, abilities, attitudes, and appreciations are being developed and enriched. They are beginning to sense the need of testing and adapting the older materials to the new needs. They strive to conserve healthful curiosity; to build habits of intelligent inquiry and to cultivate the ability to collect data; to arrange and evaluate these data; and finally, to test the validity of the conclusions.

They are beginning to sense the principle that mental life is an activity that should always be directed, not only toward the idea of immediate pleasure, but also toward the goal of ultimate happiness. It is not to be inferred that the immediate may not and should not produce happiness when that is possible and consistent. Exactly the same guides likewise apply to physical life. Toil will produce weariness, but there is still zest in tasks artistically done. Beneath the veneers of civilization—such things as labor-saving devices, better homes, easier and more luxurious travel, better lights, more beautiful bathrooms, labor-saving kitchens, and more beautiful clothing—there must come a glow of satisfaction from the contributions these make to life and a correct moral utilization of these same agencies rather than a hedonistic interpretation such as is now too frequently made. One's interpretations thus become agencies contributing either to character formation and growth or to the disintegration of character.

One of the significant evolutions of recent times is the idea of freedom. We are coming to believe that freedom is not made up of dictums, codes, laws, and dogmas, but of ethical and idealistic principles. We have unwittingly substituted the former for the latter with most appalling results. Freedom must be achieved and held through self-controls which are to be conceived not wholly or even mainly in terms of the individual concerned, but in connection with accepted relationships of his own acts to those of all social groups.

The school is slowly adopting the principle of learning to do by doing. Earlier, attention has been called to the belief that the school still teaches materials, the application of which to modern life is so limited that such materials are relatively useless. Not only is the material useless, but the learning-to-do-by-doing idea cannot be used in the achievement of such materials. Thus, it is clear that certain losses in education are incident upon using relatively useless experiences or in not employing the activity-and-experience route of learning. This method may be made universally applicable in all fields of content to the end that a more nearly universal methodology be achieved. It is just as important to practice citizenship in school instead of the altogether too frequent textbook course in this highly desirable achievement, as it is for the violinist to practice on the violin instead of reading a book about this skill. It is to be understood that the ultimate clinching process is in the actual experiencing rather than in the preliminary knowledges.

From this last point there springs the whole field of appreciations along cultural lines such as music, nature, sports, plastic and manual arts, literature, and the fine arts. In fact, all content materials and skills must be appreciated to make learning of value. These appreciations or tastes should lead definitely in the direction of hobbies and avocations as well as in vocational directions. Whatever is not appreciated is of negligible quality in so far as it aims to direct and control life.

Perhaps the next idea has been already suggested. Its importance warrants a restatement. Another function is to develop integrated personalities that are habituated in moral behavior and that have the deepest appreciation for the highest human and spiritual values. It is worth repeating that these human values are achieved only through activities and experiences in no less a degree than formal materials are.

Finally, it is hoped that the finished product of the school—the integrated personality—through freedom, achieved by contribution to the social whole, will be ready to meet the problems of the unpredictable future.

How We Have Planned and Organized

Organization

The laboratory school is one division of the college. The administrative head of the school has the title, director of the division of teaching and principal of the laboratory school. There are two assistant directors whose chief responsibilities have to do with coordinating the work of student teaching. Two other members of the faculty who serve in a semi-administrative capacity are the adviser of boys and the adviser of girls. In addition to these duties they both do part-time teaching. The adviser of boys also serves as director of guidance for the entire school. The school has a faculty, in addition those named above, consisting of thirty-eight full-time teachers and six part-time teachers.

The laboratory school has an enrollment of approximately eight hundred and fifty children. The school maintains all classes from the kindergarten through the twelfth year. The boys and girls who compose the pupil body come, for the most part, from a zone of the city of Terre Haute which surrounds the school. The college has a contract with the school board of the city of Terre Haute to furnish education for the children of this zone. In certain grade levels, where there are additional facilities to accommodate more pupils than are available in the zone, pupils outside the local district may be admitted with the payment of a nominal tuition charge.

Function

The primary purpose of Indiana State Teachers College is that of preparing teachers for the public schools of Indiana. The laboratory school is an integral part of the college. What part does the laboratory school have in the program of teacher education in Indiana State Teachers College?

The laboratory school serves the college in three distinct ways:

(1) It serves as a laboratory in which experimentation may be carried out. In it various methods and techniques of teaching are tried out in an effort to determine whether or not the so-called "new methods and techniques" are inferior or superior to those employed by our public schools at the present time.

(2) The laboratory school furnishes opportunities for the prospective teachers to observe the learning activities of boys and girls who are being directed by master teachers. The prospective teachers, through observation, not only become acquainted with how good teaching is done, but also have opportunity to observe practically all phases of the activities which are carried out in a modern school.

(3) The laboratory school is also used as a center for student teaching. Before the prospective teacher is graduated from the college he is required to teach classes in the laboratory school under the direction of the master teachers employed there. Thus, the college student is given experience in actual teaching before he is employed in the public schools.

The laboratory school, which serves as a part of the professional school for the education of teachers in the ways indicated above, is not satisfied in promoting a program designed to maintain the *status quo*. There is a continuous revision of curriculum. In this way the school is constantly seeking to improve the public school program of the state.

It is the belief of Indiana State Teachers College that, in order to have a school which will serve to the fullest extent the functions for which it was intended, the laboratory school must furnish a series of organized educational experiences for all the boys and girls at the various grade levels. In furnishing educational experiences, the laboratory school does not necessarily recognize fixed boundaries to curriculum areas. When cooperative integrating activities contribute to a realization of worth-while outcomes, departmental lines are disregarded.

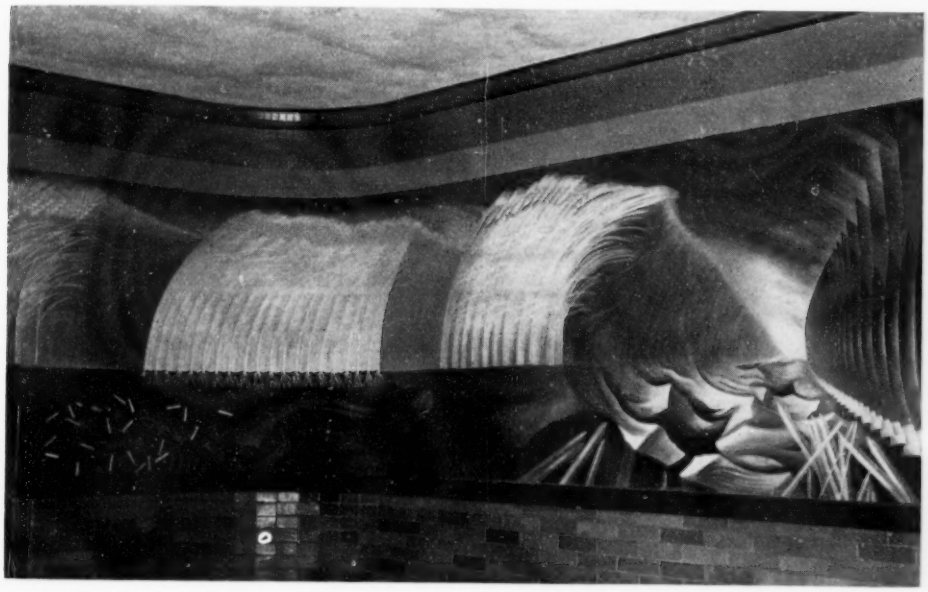
An effort is made at all times to maintain a curriculum so organized and administered as to assure to each pupil the maximum of opportunity for physical health, emotional stability, right attitudes toward life and its problems, and a sense

of obligation towards society as a whole. Major consideration is given to the development of attitudes, skills, and habits which will contribute to the improvement of society and to greater ability on the part of the pupil to make adjustment to that society.

The curriculum throughout the entire school is organized to make provision for sequence. The advanced levels continuously draw upon and utilize the earlier outcomes of the lower levels.

The program of the laboratory school is not of the extreme activity type. The faculty, however, does believe that the educative process is an active process, not merely a passive experience. It believes that learning takes place through active, guided participation rather than through passive listening, and that the interests of the children are not only the keys to learning, but that one of the major functions of the school is to guide and direct those interests and to attempt to develop new interests. Therefore, believing that every pupil possesses in some degree the ability to create, it is the business of the school to furnish opportunities for each child so to broaden his experiences as to be able to discover himself and his natural abilities.

With the development of a program of instruction for the boys and girls of the laboratory school based upon research and experimentation and constantly revised in harmony with those new, tested methods and techniques of instruction, the laboratory school serves as the heart of the teacher education program in Indiana State Teachers College.



A SECTION OF THE GILBERT WILSON MURALS

Where and How Our Children Live

In order to understand and to participate in solving the social problems of the new school, staff members felt the need of information relative to the physical and social conditions of the district. This need of a social survey was presented to Dr. C. T. Malan of the social studies department of the college. He very generously offered to make the survey a project for a class in civic problems, since he felt that the survey would help to attain one of the objectives of the course, "the development of a sense of social responsibility." During the spring of 1936, therefore, the class was organized into committees, and although figures have been revised, the committee reports form the basis for much of the information contained in this section.

Terre Haute

Certain information relative to the city of Terre Haute is presented as a background for the survey of the district.

Terre Haute is located on the Wabash River "on the broad Fort Harrison Prairie, high above the flood waters of the Wabash."[1] Terre Haute was incorporated as a town in 1816, the year that Indiana was admitted to the Union.

The population, according to the 1930 census, is 62,810. Ninety and two-tenths per cent of the population are native white; five and five-tenths per cent are Negro; four and two-tenths per cent are foreign-born white.

There are three colleges located in and near the city: Indiana State Teachers College, Rose Polytechnic Institute, and St. Mary-of-the-Woods College.

Terre Haute has two libraries (including the Indiana State Teachers College Library) with eight branch libraries; sixty-six churches; two hospitals; eleven theaters; sixteen parks; five mainline railroads; and one hundred fifty-seven industrial plants. The police department employs seventy-six men; the fire department, one hundred sixteen men; the post office, one hundred thirty-three men. In 1936 the bank clearings were $250,391,013.46.

The above information reveals the fact that Terre Haute may be considered a typical mid-west industrial city. It should be added that throughout the depression the city has rated as one of the most stable of the industrial centers of the country.

History of the Laboratory School

Indiana State Teachers College was opened in 1870. It was soon apparent that there was a need for a department in which good teaching might be observed and in which students might secure practical teaching experience. The trustees of the Terre Haute city schools were approached, therefore, and an arrangement was made whereby certain elementary grade pupils were transferred from various city school districts to the Normal School building.

For a time these pupils were taught without expense to the city. Later, tuition fees were charged. In June, 1874, the college and the city schools of Terre Haute entered into an agreement to carry jointly the responsibility of training teachers and the normal school district was established, subject to the rules and regulations of other city districts. Classes for the pupils were provided in four rooms on the first floor of the normal school building.

In the early years of the twentieth century, the college began to feel a need for a secondary division in the training department, as it was then termed. A training school was built in 1906. The Normal School assumed entire control of the school and the training school building for twenty-nine years housed pupils from grades one through twelve.

In 1934, the college and the school city of Terre Haute again entered into a joint agreement whereby the college authorities would provide education for the children in a designated district, for a certain per cent of the city's per capita. Two city school districts known as the Hock and the Harrison districts were combined and the present laboratory school district was established. The doors of the laboratory school, housing pupils from the kinder-

[1] *A Short Survey of Terre Haute, Indiana*, Bulletin of the Chamber of Commerce.

garten through the elementary and secondary levels, were opened in September, 1935.

This school borders the business section of the city, being located four blocks from the center of the city.

From the standpoint of historical development, it is of interest that the Hook School was the eldest in Terre Haute. It was built and given by the Terre Haute Town Company to the Union for a seminary in 1816, a few weeks before Indiana was admitted as a state. Little use was made of the building, however, until 1857. Then a two-storied, ten room building was erected; it became known as "The City School." The city high school opened in this building in the year 1863 with an enrollment of six pupils.

Harrison School was erected in 1891 at Seventh Street and Third Avenue to relieve congestion in other school districts. The school included pupils from the kindergarten through the eighth grade. In 1917, when McLean Junior High School was erected, the pupils of the seventh and eighth grades were transferred to that building. An "opportunity room" in which retarded pupils received individual help was, for several years, one of the fine services of Harrison school. The property was a valuable school center because of its adequate play space and the community house. The school was in service for a period of forty-four years.

SMALL SECTION OF THE GILBERT WILSON MURALS

Nationality

An analysis of information relative to the nationality of the 790 pupils enrolled in the laboratory school at the time of the survey reveals the fact that 635 pupils were Americans and 155 were of foreign extraction. It is of interest that while the number of children per family for the whole school was 1.3 per family, the average for the foreign group was 4.

The information relative to the foreign group is given below:

Nationality	*Number in Laboratory School*
Syrian[2]	15
English	12
German	9
Irish	6
Scotch	6
Polish	3
Jewish	2
Austrian	1
Greek	1
Hungarian	1
Italian	1
Spanish	1

The mixed group included:

Nationality	*Number in Laboratory School*
English-German	18
English-Dutch	10
Irish-American	10
Irish-Dutch	8
French-English	4
German-French	4
Swedish-English	3
Syrian-Italian	3
German-Dutch	2
American-German	2
American-Syrian	2
American-Belgian	1
American-Italian	1
Cuban-Indian	1
French-American	1
Greek-American	1
Negro-Indian	1
French-Dutch	1
Not given	24

[2]Five families have the same name; almost all engage in the retail grocery business.

Housing Conditions

The housing situation in this district varies greatly. Approximately sixty per cent of the homes are owned, and forty per cent are rented. Rent ranges from sixty dollars per month to less than ten dollars per month, the average being twenty-five dollars. There are many large two-story houses, many of which are used for boarding and rooming houses; however, some of the best and most modern apartment houses of the city are located in this district. The worst housing condition in the district is in the vicinity of the river. Overcrowding is one of the problems of this district. The map in the city office reveals the fact that ten per cent of the homes accommodate more than one person per room.

Approximately seventy-six per cent of the homes are frame and twenty-four per cent are brick. Many of the frame houses have brick porches. Practically all of the homes have fireproof roofing because of a city ordinance which requires that all new or replaced roofing be fireproof. There is need of repair in the majority of homes as the following information indicates.

There are 113 blocks in the district; one block is in good condition; sixty-one blocks are in need of minor repairs; thirty blocks are in need of major repairs; fifteen blocks are vacant; and six blocks are unfit for use.

Modern conveniences are found as follows: running water—hot, forty-eight per cent, cold, fifteen per cent, none, thirty-seven per cent; heating—steam, eight per cent, hot air, forty-eight per cent, stoves, forty-four per cent; bathrooms—two, one per cent, one, forty-five per cent, none, fifty-four per cent; telephones—slightly less than forty-seven per cent; radios—sixty-six per cent.

The lots vary in size from a very large lot to one of a few feet, the average being thirty-five by seventy feet. In the section near the river often there are no front yards and the small back yards are covered with rubbish. In general, however, there are to be found in the laboratory school district attractive, well-kept, landscaped lawns.

Health

Provision for community sanitation in Terre Haute which the laboratory school district shares includes water supply, milk supply, and provision for waste disposal.

Water Supply. Water supply is furnished by the Terre Haute Water Works Company, a subsidary of the American Water Works and Electric Company, Incorporated. The Wabash River is the source of the water supply. The purification process takes place in a settling basin 300 feet by 70 feet by 20 feet. There are twenty-six filters. Aluminum sulphate is used as a settler. Chlorine is used for purification—four pounds per million gallons. Each week a sample of the water is sent to the State Board of Health. The rating of the water supply is excellent.

Milk Supply. Two dairies, the Model Milk and Ice Cream Company and the Terre Haute Pure Milk and Ice Cream Company, provide most of the milk consumed in this district. The milk is produced by tuberculin-tested herds. All milk sold by these two dairies is pasteurized. The State Board of Health inspects it.

Waste Disposal. The Terre Haute sewer system is the medium of waste disposal in Terre Haute. The canal system serves this district. The size of the main sewer is seven feet. Sewage empties into the Wabash River without treatment. The contract for collecting garbage, ashes, and rubbish is let by the city for a five-year period. Provision is made for collection twice per week in winter and three times per week in summer.

Health Control

Board of Health. This district shares with the city in the protection offered by the board of health. In general, the work of this board is as follows: It provides for the appointment of a "contagious-disease" doctor who investigates, pronounces, and records quarantine. It provides for the recording of vital statistics and for the maintenance of a venereal-disease clinic.

The Vigo County Tuberculosis Association located in the Rose Dispensary Building at Seventh and Cherry Streets is supported by voluntary contribution. It offers the following services in this county:

Monthly clinic held at residence of Pub-

A READING CORNER IN AN ENGLISH CLASSROOM

lic Health Nursing Association, 438 North Ninth Street.

Tuberculin tests to ninth grade pupils of Terre Haute schools.

Advice to parents.

A loan library containing health books for students and teachers.

The Public Health Nursing Association, 438 North Ninth Street, has a personnel of six nurses. The public service of this association is supported by voluntary contribution. It offers the following services:

Child Health Conference each week (Tuesdays, Light House Mission; Thursdays, white babies; Fridays, colored babies); toxoid given poor babies to prevent diptheria.

Visitation of the sick.

The Family Welfare Society, 912 Chestnut Street, is supported by voluntary contribution. It serves the health needs of Terre Haute and of this district by the investigation of the financial standing of persons requesting free medical services and by reports of findings to the Rose Dispensary and the Union Hospital. When the findings show a need, free service is provided to those who cannot pay. It helps approximately 115 to 150 families each year without cost to them.

There is a total of sixty-one physicians in this district: twenty-six have offices in the Rose Dispensary Building and thirty-five are located in other buildings.

Twelve dentists are in the district: five are located in the Rose Dispensary Building and seven are in other buildings.

Two osteopaths are in the district.

Ambulance service is provided by a funeral director in the district.

There are thirteen druggists in the district.

The laboratory school is exceedingly fortunate in sharing with the college the services of the college physician and nurse. The physician serves on call and the nurse spends two hours daily in the laboratory school.

Industries within the District

A survey of the industries located within the district in which the laboratory school is located is summarized in the following list:

Industry	*Number*
Wholesale producers	10
Manufacturers	10
Men's clothing	10
Women's clothing	6
Retail stores	6
Hotels	5
Transportation	4
Railroads	2
Bus	1
Interurban	1
Printing	3
Foundries	3
Utilities	3
Food	3
Retail producers	2
Dairies	2
Express	2
Packing Houses	1

Business Occupations

A questionnaire study of the occupations of the parents of the pupils in the laboratory school district is summarized herewith.

Father's Occupation	*Per Cent*
Tradesman	13
Laborer	10
Business owner	9
Salesman	8
WPA worker	8
Railroad	7
Clerical	6
Truck driver	6
Unemployed	5
Miner	4
Civic or political officer	3
Mechanic	3
Professional	3
Carpenter	1
Not given	14
Mother's Occupation (If Working)	*Per Cent*
Waitress	6
Operator or clerk	4½
WPA worker	2
Beautician	1
Bookkeeper	1
Seamstress	1
Teacher	1
Cashier	½
Factory employee	½
Nurse	½

Educational Institutions

The educational institutions which offer facilities for the pupils of the district include the laboratory school and two libraries. There are no museums or art galleries. A description of the school is to be found in another section of this article; therefore, it is omitted here.

Two libraries provide opportunities for reading for children in this district. One, a juvenile branch of the Indiana State State Teachers College Library, is located on the second floor of the laboratory school building. It is open from 8:15 in the morning until 3:35 in the evening on school days and from 9:00 to 12:00 on Saturday mornings. This branch houses about one thousand volumes. Other materials at the library which the pupils of the laboratory school find very useful are the collections of pictures, pamphlets, and magazines.

The Emeline Fairbanks Memorial Library, located at Seventh and Eagle Streets, is open to the public from 9:00 A. M. to 9:00 P. M. each day, except Sunday, when it is open for reading purposes from 3:00 to 6:00 P. M. This library houses about a hundred thousand volumes. It, too, has a collection of pictures, pamphlets, and magazines. A story hour is held every Saturday morning at 10:30. It should be noted, also, that the Emeline Fairbanks Memorial Library houses several exhibits annually.

Social Institutions

Churches. The church has an important place in the religious life of any community. There are nine churches in this district:

Centenary M. E. Church, Seventh and Eagle Streets

Central Christian Church, Seventh and Mulberry Streets

St. Stephen's Episcopal Church, Seventh and Eagle Streets

Central Presbyterian Church, Seventh and Mulberry Streets

The Evangelical Church, Seventh and Locust Streets

Fourth Avenue M. E. Church, 634 Fourth Avenue

Tabernacle Baptist Church, 820 Lafayette Avenue

St. George Syrian Church, 627 North Fifth Street

Calvary M. E. Church, 128 North Fifth Street

Missions. Missions and other religious organizations in this district serve the religious needs of some of the people. In some instances they serve physical needs as well. Those located in this district are:

Beulah Mission, 306 Cherry Street

Gospel Mission, 25 North Fourth Street

Rescue Army, 115 North Third Street

Salvation Army, 112 North Fifth Street

Volunteers of America, 218 North Fourth Street

Recreational Facilities

There are a number of organizations within the boundary of this district which serve the recreational needs of the student body.

The Young Women's Christian Association. This organization, located on Seventh Street just south of Mulberry Street, renders spiritual, intellectual, physical, and social service to the girls. Approximately one hundred high school girls are affiliated with the Y. W. C. A. through Girl Reserve or Blue-Tri organization. These Girl Reserves are the "teen-age" members of the Y. W. C. A. The organization in its work with the girls tries to meet their needs for sociability and for personal and social adjustment. Club programs are built on the interests and needs of the members. The program provides opportunity for individual growth and social responsibility in terms that are within the experience of the girls themselves. Through club life the girls discover new appreciations of beauty, learn the meaning of world fellowship, and find their places as citizens of the community.

Girls' Club. This is another worth-while organization for girls in this community. It is sponsored by the members of the League of Terre Haute, a local charitable organization. This club is interested in the underprivileged girl. It answers a twofold purpose: (1) it provides a place for the girls' recreation after school; (2) it provides instruction in many joint activities. The girls who participate in these activities pass the time pleasantly in surroundings that are physically and morally safe. They learn by doing and get actual practice in team play and cooperation. Thus they are developing more wholesome and dynamic personalities and are building character which will be an asset in later life.

Girl Scouts. There are three Girl Scout troops within the district. The membership is approximately seventy-five girls. These troops are designated as the Church Troop, the Good Will Industry Troop, and the Laboratory School Troop. Girl Scouting aims, through its program of activities for character development, toward happy citizenship through natural rather than through artificial activities. Friendliness and helpfulness are Girl Scout ways and a Girl Scout tries to be prepared to do her share in her home and in her community. To this end she learns to cook and sew and to hammer and saw in order to make things for herself. She learns to care for little children and sick persons; to keep herself healthy; to give first aid to the injured. She learns to live in the open and discovers new ways of having a good time in singing, dancing, dramatics, games, and story telling.

Boy Scouts. There are six Boy Scout troops in the laboratory school district: the Fourth Avenue Methodist Church Troop; the Locust Street Evangelical Church Troop; the Central Presbyterian Church Troop; the Central Christian Church Troop; the St. Stephen's Episcopal Troop; and the Good Will Industry Troop. The leaders of these troops are helping the boys to develop character and to train for citizenship by promoting the ability of the boys to do things for themselves and others; by teaching them patriotism, courage, and self-reliance; and by developing in them strong bodies and physical fitness. The distinctive features of the Scout program are the Scout Oath and Law, the emphasis upon personal purity and ideals

of service resulting from the practice of the "daily good turn," and organized service for others.

Boys' Club. The Boys' Club, located on North Third Street, is a club for underprivileged boys. It is a place where boys of any age and of any and every nationality and religion may come in from the street to read, to work, or to play under trained supervision. The door swings open to those boys whose needs are vital and immediate. Some of the outstanding work includes character building, teaching trades, and cultivating thrift. Athletic and library facilities are provided. The secret of the success of the Boys' Club lies in the inductive methods through which it arouses and cultivates ambition, creates a love for work, develops healthful bodies and minds, and produces a respect for law and order.

Good Will Industry. Aside from providing work for incapacitated persons, the Good Will Industry, located at 126 North Fifth Street, contributes to the recreational facilities of the district through its gymnasium and through its supervised playground.

Conclusion

It is apparent from this survey that the laboratory school district serves pupils in an industrial section of the city. Certain responsibilities, therefore, must be accepted by the staff of the school.

1. Due to the safety hazards within the district, pupils must be taught to appreciate the protection offered them by the city police department and to have an attitude at all times of "safety first."

2. Because of the limited space where the pupils may play "away from traffic," they should be encouraged to use the facilities available in the district; and the development of recreational skills should be considered an important responsibility of the school.

3. Since certain home conditions could be improved by willingness to work, pride in a clean home and yard should be developed as an immediate goal. The attitude of desiring and working for improved living conditions should be emphasized by all the social institutions serving this district.

A STUDY OF INDIANA INDIAN LIFE BY THE SECOND GRADE

Where Our Children Go to School

GENERAL DESCRIPTION OF THE BUILDING

The laboratory school of the Indiana State Teachers College is the campus training school of this teacher education institution.

The first unit was completed in 1935 and work on the second unit was begun in the fall of 1936. The completed building was ready for use in the fall of 1937. This school is used for the purpose of student teaching but cannot accommodate all the student teachers so that some are sent to the other three city high schools and the elementary teachers are trained at the Deming School, for which the college has a contract with the school city of Terre Haute. The laboratory school also meets the further need for demonstration and experimental teaching.

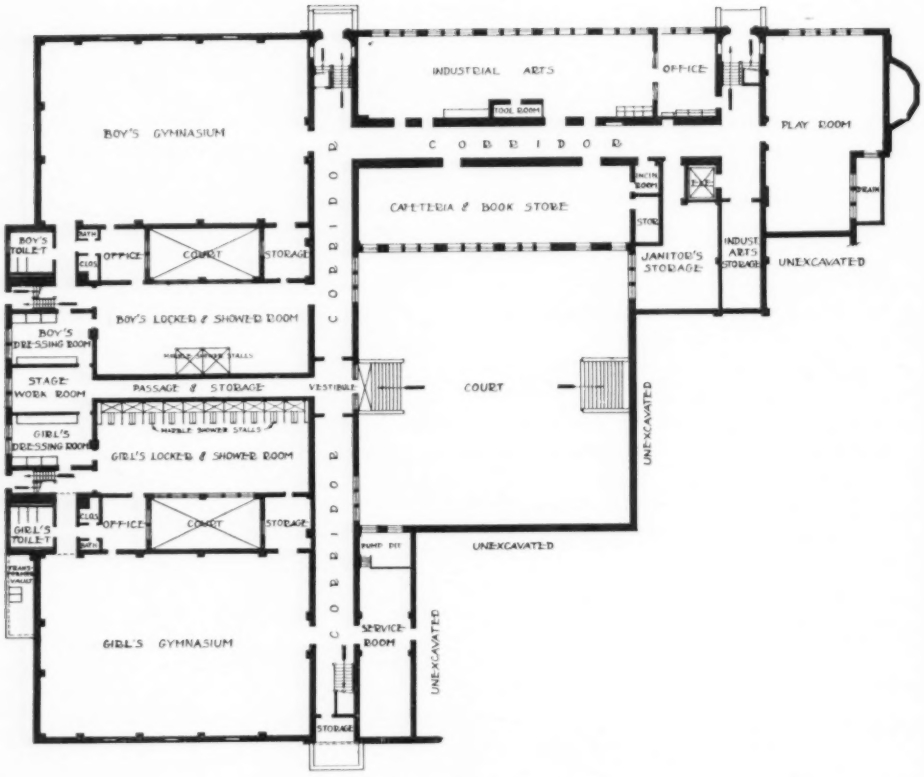
MAIN WING OF THE LABORATORY SCHOOL

The building is approximately 214 feet wide and 260 feet long. The total cost of the building with complete installation of equipment for all departments, classrooms, and laboratories as planned, including the site with the additional playground area, is approximately one million dollars.

The building faces the south and is located on a plot of ground approximately one block from the college campus. The site was formerly owned by the city and used as a park and recreation center. Unfortunately the present site is not large enough to provide play-ground facilities, but present plans call for the purchase of all the remaining property between Seventh and Eighth Streets extending north to Sycamore Street and comprising an area of half a city block.

Due to the fact that certain types of work were to be carried on in this school, a period of about two years was required for the development of the plans. A building committee of five was responsible for planning and arranging the building. This committee, accompanied by the architects, Miller and Yeager of Terre Haute, visited similar institutions in several states. They studied plans of many new buildings which had recently been constructed in all parts of the United States. They held conferences with the teachers in each department of the institution in an effort to determine the ideas and features desired by those who were to teach in the new building. From the visits made to other institutions, from the study of plans for recently constructed school buildings, and from the many conferences with teachers and others, the final plans for the building were developed.

The final plans called for a building of three stories with a sub-basement on the



SUB-BASEMENT PLAN

east and north sides. It is of the solid block type with a court in the center. The main entrance is from Chestnut Street, which runs in front of the building (on the south). There are two entrances on the west side from Seventh Street and two on the east side from Eighth Street. Each of the five entrances leads directly to the main corridor, which extends all the way around the building. Offices, classrooms, laboratories, service rooms, sub-rooms, and rest rooms are located on each side of the main corridor. A similar arrangement is followed on each of the three floors except in the north wing, where the corridor extends along the court.

The building has a total of 158 different rooms which are classified as follows: instruction, 48; offices and clerical, 26; storage, janitorial, and service, 18; sub- or activity rooms, 10; toilets, locker rooms, and dressing rooms, 20; all other rooms, 36.

On the first floor, opposite the main entrance and facing the inner court, is the main waiting room. Just west of the waiting room and with entrances to a short hall are the principal's office, the secretary's office, and the clerical work room. In the short hall are located storage cabinets for office supplies, a large closet for coats and hats, and a lavatory for the office force. A large, reinforced, fireproof, concrete vault with a heavy steel door opens into the secretary's office. East of the main waiting room is a similar arrangement of offices used by the assistant directors of student teaching.

The first floor is devoted almost entirely to the work of the elementary grades, with the exception of the offices, the service rooms, the bookstore, and a rest room for the women of the faculty.

An effort has been made to provide a joint office and an activity room for the two teachers in each grade. The rooms accommodate thirty-five pupils. Adjoining each classroom is a cloak room in which

are located a drinking fountain and a lavatory of suitable height for children of that particular grade.

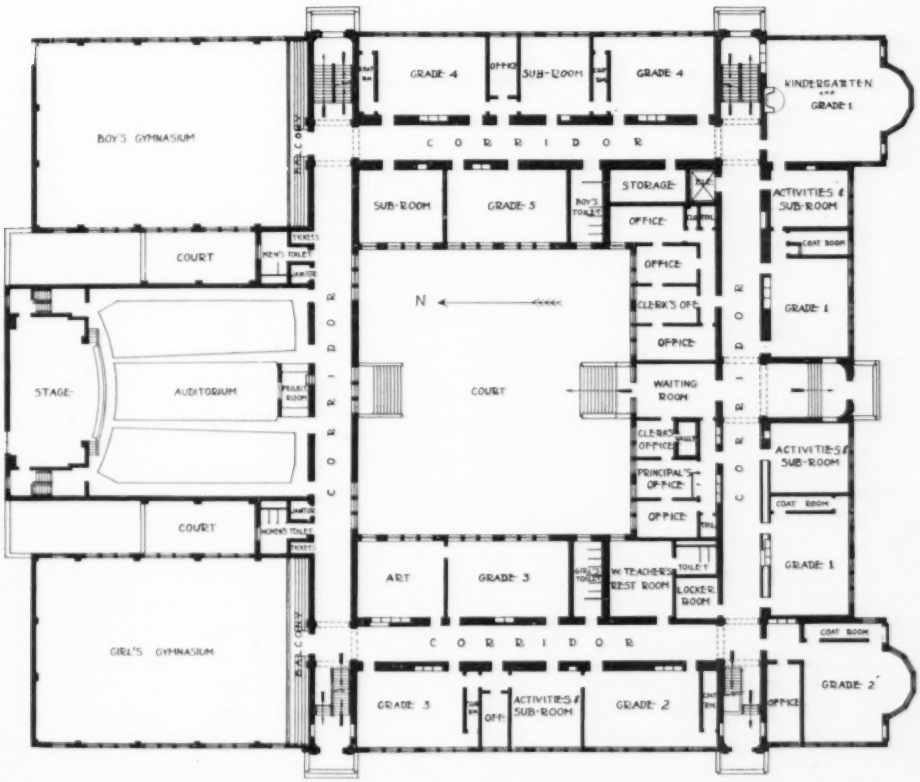
The second floor is given over to the work of the upper grades, the library, and the commerical, social studies, fine arts, and music departments. The departments of home economics, foreign languages, English, mathematics, and science, together with a Girl Reserve room, are located on the third floor. In the basement on the east side one finds the industrials arts department, a play room for small children, the janitors' service room, storage rooms, the cafeteria, and the bookstore. On the same level as the basement in the unit just completed this year are located the gymnasiums, one for boys and one for girls.

Adjoining the boys' gymnasium is a locker room and a shower room. The same arrangement is provided for the girls. To the rear of the shower rooms are located make-up and robing rooms for the dramatics work. Between these dressing rooms for boys and girls there is a work room for the construction and decoration of scenery. These rooms are all connected by a hall which leads directly to the entrances on each side of the auditorium stage located above.

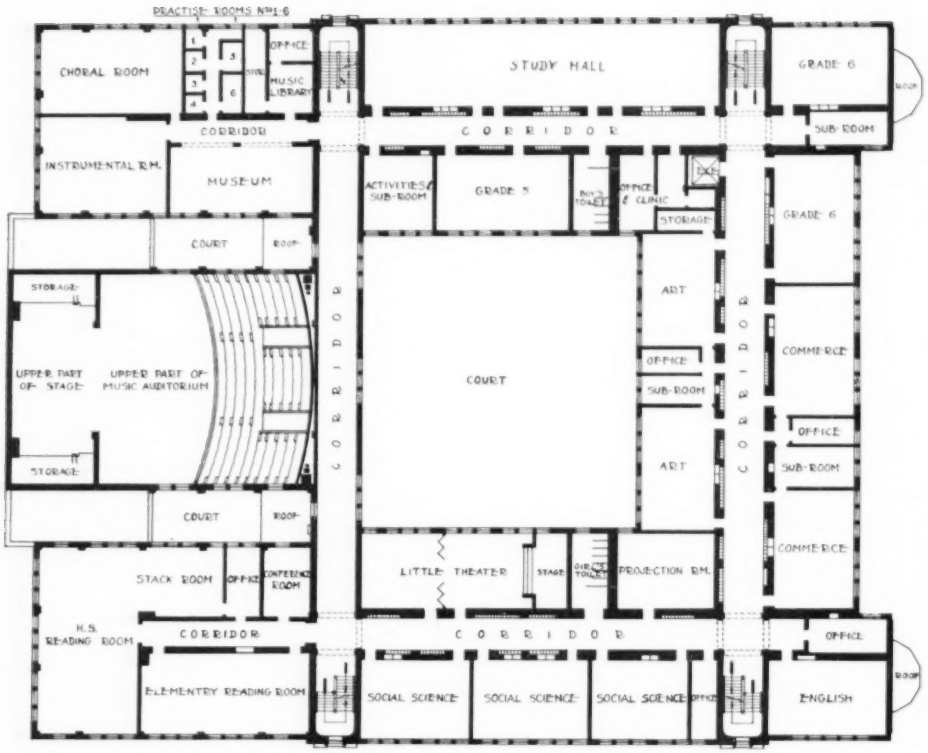
The auditorium, which is located on the first floor just above the locker rooms, has a seating capacity of more than eight hundred. The entrance to the main floor of the auditorium is from the corridor on the first floor. To the rear is located a fireproof projection booth. The stage is equipped with the most modern of stage and lighting facilities.

On the second floor above the girls' gymnasium and west of the auditorium is the library. Provisions have been made for a large reading room for the high school and one for the elementary grades.

The library suite includes a stack room, an office and work room, and a conference room. With the exception of the



FIRST FLOOR PLAN



SECOND FLOOR PLAN

stack room, each of the above rooms opens into a corridor which connects with the main corridor on the west and north wings of the building.

Style and Architecture

The architecture of the building is of the collegiate Gothic type. A hard, red brick in varying shades provides an exterior wall that gives an appearance of light and warmth. The beauty of the exterior is still further enhanced by the use of Indiana limestone as a trim. The construction has been made as nearly fireproof as possible. The first unit is of reinforced concrete; while the second unit, which contains the gymnasiums and auditorium, is of structual steel and reinforced concrete.

Interior Finish

All interior woodwork, with the exception of that in the physical education departments, is oak with dull light oak finish. Each classroom has two heavy oak doors; these doors, as well as the doors to the built-in wall cases, have small glass panels.

The walls in the gymnasiums, locker rooms, toilets, industrial arts department, and the wainscoting in the corridors and stairways are of salt-glazed brick. All other walls are plaster finished in pastel shades and the ceilings are plaster on metal lath, with the exception of those in the auditorium, the music rooms, and the locker rooms. The smooth brick walls in the gymnasiums extend to the high ceiling so that ball games may be played in these rooms. The ceiling of the auditorium is paneled and beamed. The beams are of molded plaster, and an acoustical material has been used for the panels. The walls are plaster above the oak wainscoting.

Special attention has been given to locks. Heavy, cast-bronze, button locks have been used on all inside doors. They are especially adapted for school use, since no child could possibly be locked in any

room. All outside doors to the building are finished with locks of the panic-exit type. All locks have been master-keyed and so arranged that one key will unlock all the doors of each department, with a grand master key that will unlock all inside and all outside doors.

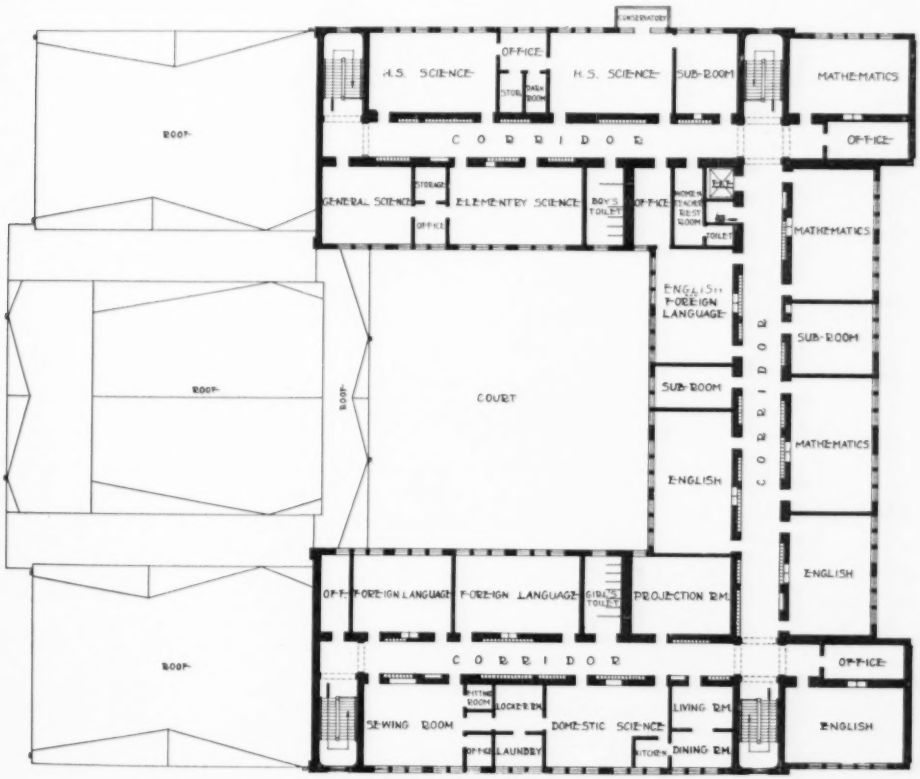
The floors are of reinforced concrete; those in the corridors and classrooms are covered with asphalt tile. In the classrooms, teachers' offices, and activity rooms, alternating squares of red and black are used with a black border. In the corridors a marbleized asphalt tile has been used. The floors of the administrative offices and waiting rooms are covered with a composition unit block applied directly to the concrete. In the gymnasiums hardwood unit-block flooring has been placed directly on the concrete underfloor. Maple has been used on the stage floor and the aisles in the auditorium are covered with alternating squares of red and black asphalt tile. The seats in the auditorium have been fastened to a smooth-finished concrete floor. Terrazo has been used for all stairs, landings, and pupils' toilet rooms. Hard maple flooring with removable sections has been used in the industrial arts shop to provide easy access to service lines beneath the floor.

LIGHTING

Special attention was given the problem of adequate lighting. The fixtures selected make use of an opal glass globe of a rather peculiar shape, which directs approximately eighty per cent of the light down and twenty per cent up to be reflected from the ceiling.

The intensities in the regular classrooms are from thirteen to fifteen foot-candles. In the fine arts and commerce departments and in the clothing laboratory the intensities are from seventeen to twenty foot-candles.

The globes in the classrooms are dropped about three feet from the ceilings. A



THIRD FLOOR PLAN

ceiling type of mounting has been used in the corridors.

Adequate switches in all rooms permit the most economical use of all lights.

Heating and Ventilation

Heat is supplied from the central heating plant, which is located about three blocks from the building, through a reinforced concrete, underground, service tunnel. This tunnel extends all the way around the building in order to provide easy access to all heat, water, light, and power lines.

The rooms are heated and ventilated by means of individual unit ventilators in each room. Each unit contains a motor-driven fan, filter, and copper-tube radiator. Air is drawn from the outside for ventilation when school is in session and at other times room air is re-circulated for heating. Each room also has auxiliary cast-iron radiation, and the whole is automatically controlled to maintain a constant temperature. Each room is provided with a vent flue to carry out room air as fresh air is pumped in by unit ventilators, thus permitting a constant flow of ventilating air.

It might be of interest to note that in the locker and shower rooms all the hot water is under thermostatic control to eliminate any danger of scalding from hot water. In fact, it is controlled at two different points, since the hot water is itself thermostatically controlled before it goes to the shower rooms; then the mixture of hot and cold water at each shower is thermostatically controlled.

Lockers and Drinking Fountains

Between five and six hundred steel lockers are built into and flush with the walls of the corridors on the second and third floors. The lockers in the boys' and girls' locker rooms adjacent to the gymnasiums are grouped in batteries with backs together. They have been placed on raised concrete bases so that floors may be washed with running water without damaging the metal lockers.

Four drinking fountains have been placed in the corridors on each of the main floors and in the basement. These vary in height according to the age of the children most likely to use them.

Storage and Service Facilities

The problem of adequate storage facilities is frequently neglected in school buildings. Provisions should always be made for the storage of heavy equipment, such as seats, chairs, and janitorial supplies, as well as bulky supplies and equipment used by the physical education, industrial arts, and science departments. In the laboratory school a special effort was made to provide adequate storage and service facilities; eighteen rooms of various size have been included to provide for this need.

The industrial arts department has a storage room opening into the hall adjacent to the shop room and directly opposite one of the entrances. The science department has two storage rooms which are adjacent to the two offices provided for the science department. The music department has a storage room with built-in shelves for instruments and a cabinet for hanging band uniforms and the robes used by the chorus.

On the south and west wings of the building there is a large unfinished area on the same level as the basement. About one-half of this area was excavated when the building was constructed so that it could be used for storage purposes. Entrance to this area is from the main janitorial service room and from the mechanical service room on the basement level. Supplementing the janitorial service room mentioned above are several sub-service rooms located at convenient places in the building, which afford storage facilities for janitors' equipment and small amounts of supplies used each day.

Clock and Bell Signals

A complete electrical clock, program, and signal system has been installed with the master clock and controls in the office of the principal. Secondary clocks and signals are located in corridors, classrooms, and offices.

A modern, electrically operated fire-alarm system has been installed with operating switches in the principal's office, the main janitors' service room, and in glass-inclosed metal cases in each corridor on the main floors. These electric switches operate horns with flush-type housing in

the walls which can be heard throughout the building.

Hose racks are concealed in flush-type metal cabinets with glass fronts so located on each floor that the nozzle may be extended from some one of the hose racks to any part of the building. Each hose rack contains a chemical fire extinguisher and a fire ax.

When the building was constructed, funds would not permit the inclusion of an inter-communicating telephone system and a radio-public-address system; however, conduit was placed for the installation of these systems at a later date.

An elevator shaft was also included when the building was constructed. If the need develops, elevator service will be installed in the future.

Windows and Display Cases

All exterior windows have steel sash with the center section opening out on extended hinges to facilitate cleaning, while the lower sash is hinged at the bottom and opens to the inside.

Display cases with glass doors hinged at the top have been built in the walls in the corridors on each floor. The lights for each case are located so as to throw the light on the contents of the case and away from the eyes of the observer.

Toilets and Wash Rooms

These rooms for boys and for girls are "stacked"; that is, those for the girls on the second and third floors are directly above the one on the first floor in the west wing of the building; while those for the boys follow a similar arrangement in the east wing.

Toilets and wash rooms are located on each floor, in the two suites of offices on the first floor, in the nurse's room on the second floor, in the locker rooms adjoining the gymnasiums, and in the faculty women's rest room.

THE FOURTH GRADE STUDIES SWITZERLAND

Classrooms

The classrooms are approximately twenty-three and one-half feet by thirty-two feet in size. Each room is provided with a generous area of natural slate

blackboard with easily cleaned chalk tray below. Display space is furnished by the use of bulletin boards fastened to the walls and the tack boards which are directly above and which extend the full length of the blackboards. Built-in cases with several shelves and drawers provide each teacher with additional display space as well as facilities for many books and teaching materials. The teachers' offices also have large built-in cabinets.

Both bulletin boards and tack boards are made of compressed cork and are fastened to the wall with a special adhesive to prevent any tendency to bulge. Several feet of metal map rail have been placed on the molding above the tack board in each classroom, thus providing the most modern and convenient facilities for display purposes.

THE ART WORKSHOP

Departments

Space will permit only a brief description of the facilities provided for a few of the departments.

Home-Making Department. The home-making department occupies the entire west wing of the third floor between the two flights of stairs. The facilities provided are in accordance with the modern trends in teaching home-making instead of merely cooking and sewing.

On the north end of this suite is the clothing laboratory which is also used for class discussion. Entrance is here provided for a small fitting room, the office, and a short hall. On one side of the hall is a locker and storage room; on the other side is the laundry room which also contains facilities for drying and ironing.

The other end of this short hall opens into the foods laboratory. At the extreme south end of the foods laboratory is a completely equipped kitchenette, used for

the preparation of meals which are served in the cottage suite. This suite consists of two rooms, a small living room and a dinette, and is entered from the main corridor as well as from the foods laboratory.

Music Department. The music department is located in the suite of rooms above the boys' gymnasium. Separate choral and instrumental rooms, each of which has circular raised platforms, provide adequate facilities for large group rehearsals in both vocal and instrumental work.

Six practice rooms of different sizes are included, as well as the office and library. The practice rooms are designed for ensemble as well as for individual practice.

The storage rooms for instruments, band uniforms, and choral robes complete the room facilities provided for the music department.

In all the music rooms, except the office, library, and storage room, an acoustical plaster has been used on the walls and ceilings. Sound-proof doors have also been used in order to eliminate, as far as possible, any possibility of interference from the musical activities.

Social Studies Department. The suite of rooms designed and arranged for the social studies department is on the second floor in the west wing of the building. The three classrooms are on the outside of the main corridor between the two flights of stairs. The social studies office is at the south end of the corridor, while the main library is at the north end of the corridor. A projection room with various types of visual education equipment is located just across the corridor from the classrooms. This suite of rooms is located as a unit near the main library in order to facilitate the use of the library for reference work and also to provide easy access to the projection room, which is also used by teachers of other subjects.

Around the Reading Table

TYLER, I. KEITH. *High-School Students Talk it Over.* Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1937. 55 pp.

This acount is a report of a series of five discussions broadcast by the Ohio School of the Air in 1936. The discussions were held by high school students under the direction of Dr. I. Keith Tyler of Ohio State University.

According to Dr. Tyler, the students who participated in these discussions were selected "because of their ability to think and speak effectively" and because "they represented varying points of view toward the problems which they discussed." No scripts were used during the broadcasts; however, some of the students used brief notes made in a preparatory discussion held previous to the broadcast. Recordings were made which were later transcribed by stenographers and edited only to the extent of improving readability. The topics included *war, motion pictures, the high school, radio,* and *parents.*

The discussions resulted in the following conclusions.

War.

1. High School students are taking an interest in the problem of the prevention of war.
2. They get their attitudes from parents, reading, motion pictures, radio, and books.

Motion Pictures.

1. High school students, in general, go to movies a great deal.
2. They go for enjoyment, escape, information, and to see favorite stars.
3. Students should use reviews in the selection of the show they plan to see.

The High School.

1. Students declare that many benefits are obtained from a high school education: (a) association with other people, (b) foundation for later courses, (c) prestige, and (d) responsibility.
2. There are many problems in high school offerings and students are anxious to have a part in solving them.

Radio.

1. Students listen to the radio about two and one-half hours daily.
2. Radio ranks high in leisure time activities because of its availability.
3. The high school listener is not a

critical listener but is very individual in his tastes.
4. He is already critical about too much advertising.
5. Students ought to form study groups to develop standards in judging programs.

Parents.
1. High school students spend relatively little time at home yet their parents exert a considerable influence over them.
2. Controversies between parents and children could be best settled by joint discussions with groups of parents and groups of students meeting together.
3. Parents should give boys and girls opportunities for assuming responsibility.

—Clarence M. Morgan
Indiana State Teachers College

HOBAN, CHARLES F. *The Motion Picture in Education.* The American Council on Education, Volume I, Number 1, Washington, April, 1937, 24 pp.; and,

DALE, EDGAR, and LLOYD L. RAMSEYER. *Teaching with Motion Pictures.* The American Council on Education, Volume I, Number 2, Washington, April, 1937, 59 pp.

With the issuance of these two pamphlets, the American Council on Education officially recognizes this comparatively new field in educational procedure and gives to the teaching public two well organized pamphlets relating to two phases of the problem. Both bulletins carry a foreword prepared by George F. Zook.

The first bulletin presents the report of the Problems and Plans Committee of the American Council. This committee was appointed in 1934 to study some of the pertinent problems in the educational picture field. The need for such action was presented by Edgar Dale, Cline M. Koon, and Lorraine Noble. The report itself is prepared by Charles F. Hoban of the staff of the Council.

Five major problems are discussed. I. The Status of Films in Education. The growth of the film as an educational medium is evidenced: (1) by the amount of projection aparatus now owned by schools; (2) by the increased interest manifested by schools in the production of educational films; (3) by the rapid increase in the commercial production of the film, much of which is of a significantly high quality; (4) by the amount of film owned by schools; (5) by the growth of circulating film libraries; (6) by the inclusion of directions of visual education in school systems; and (7) by the inclusion of courses in visual education in curricula for teacher education.

II. This section gives an account of the means by which this whole problem was studied and of the individuals who were instrumental in making the studies.

III. The Committee on Educational Motion Picture Project has information relating to 8,500 educational films and is now compiling a general catalog presenting these data. In addition to the above, this section presents three studies which relate to the general problem. The question of the distribution and the use of films is presented.

IV. Immediate problems are discussed under the following headings: (1) the value of existing film materials; (2) the problem of the production of better materials where needed; (3) the distribution of films; (4) training of teachers in more efficient use of films; (5) new uses to which films may be put.

Finally this bulletin discusses the question of the determination of what areas of experience should be studied in order that a more comprehensive evaluation of available materials and methods may be made. Such pertinent factors as the relation of the use of films to objectives of instruction, the efficiency of visual materials and methods to age and to grade levels, and finally the technical qualities of films are pointed out. To these ends it is suggested that experimental centers of various types be established to facilitate studies relating to any or to all of the above problems. It is to be regretted that space does not permit the presentation of arguments rather than outlines. The presentation of the problems is clear, thoroughgoing, accurate, and challenging.

The second bulletin is the result of the cooperative effort of forty-six individuals representing public schools, colleges, universities, museums, bureaus of visual education, and producers of various types of supplies and equipment used in visual education. The United States Office of Education is also represented. Section I of the bulletin is given over to the task of procuring evidences of the value visual education has in the field of teaching. The fundamental findings in this task were that former negative criticisms leveled at visual education were not true and further that this method increased learning by varying thought by astounding degrees in most cases.

The important questions relating to the type of equipment to be purchased are given adequate discussion. Methods of f.-nancing such a program are suggested.

The relative merits of silent and sound pictures are presented together with sources of films and whether they should be purchased, rented, or used free. An imporatnat section of the report is devoted to the methods of choosing films. This seems to give careful consideration to the problem. It will thus serve to offset the

present rather hit-and-miss method of choosing. The problem of whether there should be a director of this new activity is presented with the suggestion that some capable person in a faculty be designated as a part time director. A very suggestive program for the director is then given. The details of storing, handling, distributing, and servicing of all equipment are presented clearly.

Sections of great pertinence on the training of teachers to use all equipment and the methods which teachers should use in teaching with films are added. These sections seem peculiarly sane and helpful. The methods by which such instruction should be evaluated are given in the last section. Valuable appendixes on the Sources of Film, Glossary, and Selected Bibliography complete the bulletin.

It seems fair to say that these are the best sources in condensed form of materials on visual education that have thus far appeared.

—E. E. Ramsey
Indiana State Teachers College

1937 Factual History of the Federal Government, Fifth Annual Report. Congresional Intelligence, Inc., Washington, 1937. 124 pp.

The aim of this publication seems to be to present factual information in a concise and usable manner. Most current source material is unavailable except in *Congressional Records.* Moreover, the material is so scattered that it becomes a laborious task for the person of limited time. This publication compiles, organizes, and edits the information in the simplest form possible. Great care seems to characterize the accuracy of all information.

After presenting a brief history of the trends, attitudes, and tendencies, a resumé of the political complexion of the Federal Congress follows. There is a brief interesting chronology of the work of each day of the 228 day sesssion. One of the most profitable types of information given is that reflected by the master chart which includes a digest of the major laws, date of introduction, debate, passage, and date when laws become operative. The vote of each senator and representative by state is given on all outstanding laws.

A resumé of the Federal Emergency Agencies such as the AAA, FCA, RHC, etc., shows date of introduction, whether it is still in operation, and if not, what has happened to it. If other measures were substituted, they are also given. And finally the receipts and expenditures of the government in tabular form make comparative analyses possible.

This publication fills a great public need. The publication is free of bias; it deals with facts and records them accurately. It should not only be in every high school and college library but it should be used in the senior high school class in civics. This publication furnishes access to vital national information.

—C. T. Malan
Indiana State Teacher College

PHILLIPS, BERNATH E. *Fundamental Handball.* A. S. Barnes and Company, Inc., New York City, 1937. 124 pp.

The addition of this book to a rapidly growing list for the physical educator's library is of considerable value. Handball as a great "carry over" sport which can be played both indoors and outdoors, merits a complete book. The several features of the game have been covered in the six parts into which the book has been divided: namely, "Introduction to the Sport," "To the Novice," "The Fundamentals," "The Shots," "To the More Advanced Player," "To the Instructor," and the "Appendix" with Official Rules. A syllabus for teaching the game and true-false tests covering the rules and techniques of the game are valuable features.

—A. L. Strum
Indiana State Teachers College

The Federialist. From the original text of Alexander Hamilton, John Jay, and James Madison—with an introduction by Edward Mead Earle (Sesquicentennial Edition). National Home Library Foundation, Washington, D. C., 1937. 604 pp.

The Federalist is a collection of essays on the Constitution of the United States. Every American should own and read this most important book.

One hundred and fifty years have passed since the Constitutional Convention, which met in Philadelphia, gave us that document which has stood the stress and the test of time and experience. That document was to serve the world's largest democratic republic. In brief, it has served as Lincoln said, "A new nation, conceived in Liberty and dedicated to the proposition that all men are created equal."

The Convention, which drafted the Constitution, was made up of young, old, and middle-aged men. Those men were, in the main, men seasoned in political experience and in practical knowledge.

The Federalist papers appeared for the first time on Octobed 22, 1787. The eighty-five articles appearing under that name have been read and studied from that day to this, not only in this country, but in nearly every country in the world. The reason is that these articles reflect the best thinking of the best minds of an age that produced great thinkers. Nowhere in the records of men do we find more penetrating and brilliant thinkers. When one

contemplates that such men as Hamilton, Jay, and Madison contributed the discussion in *The Federalist*, one is at once eager to read *The Federalist*.

The philosophy of government, the checks and balances, our proper attitude toward and domestic affairs, the proper relation between state and nation, the standards set up for those who were to serve democracy in some official capacity are only a few of those most interesting and profound discussions. Again I repeat that every American citizen should own and read, *The Federalist*.

—C. T. Malan
Indiana State Teachers College

Internationale Zeitschrift Für Erziehung (International Education Review), Volume VI, Number 3, edited by Alfred Baeumler and Paul Monroe. Weidmannsche Verlagsbuchhandlung, Berlin, 1937.

The *Internationale Zeitschrift Für Erziehung* (International Education Review) is more than a mere limiting expression and distribution of the educational notions of various national authorities and writers in their respective tongues; it is an enlightening publication on the pedagogical ideas of internationally-minded educators and contributors. This international vein of thought threads itself through the entire issue.

The application of the Teutonic mind of Dr. Baumgarten to the discussion of Dewey's "Theory of Human Nature" and his principal viewpoints is not without consideration for other conceptions. His attempt at clarification and explanation is presented with a powerful directness, a frank and stimulating analysis, that should interest the foreign reader.

The comparison of the German National politische Erziehunsanstalt with the English public school, the development of German education 1935-36, show very fairly the diverse angles in pedagogical problems and challenge the reader to think and form his deductions.

A great aid to the reader who knows no German are the brief resumés in English and French of the more important articles in the issue. The sections termed, "Review of Reviews," "Books," the letter of criticism from a German correspondent, and especially the short notes on the educational status of all important nations, cover briefly the most recent developments in the educational world whose international aspects this volume attempts to present without stressing too much any one national question. No reader will read this review without receiving a definitely favorable reaction towards it, without finding something profitable within its pages.

—Stanislaus F. Trybulski
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TIBBELS, AVERILL. *The Circus Comes to School*. A. S. Barnes and Company, Inc., New York City, 1937. 242 pp.

Most physical education teachers have experienced a sinking feeling at the thought of the necessity for another public demonstration for the coming year. Parents expect it, pupils love to participate, teacher loves to do it, but—where is a new idea?

The answer, according to Averill Tibbels, is to be found in a school circus. Seven reasons for this choice are advanced in the first chapter of Miss Tibbel's book *The Circus Comes to School*.

In itself an old idea, the circus lends itself to varying conditions of pupil achievement and offers unfailing interest to the child mind of all age levels.

Chapter II presents answers to the several questions arising in the teachers' minds concerning the educational phases of this type of school performance. A distinction is made between the activity or project circus and the entertainment or fund-raising circus. The difference lies mainly in the purpose and procedure, the former focusing its attention upon the learning involved and originating in the classroom, while the second type focuses on the skills and their outcomes and thus becomes a product of the physical education department.

Planning and organization are important aids to successful circuses which are discussed. But the remainder of the book goes directly to the vital points of stunts, costumes, make-up, and advertising.

All the material used in this book has been collected and tested by the author in the Hutchinson and Pelham Combined Circus of Pelham, New York, produced by both high school and elementary pupils with outstanding success.

Appended is a directory of source books classified into the following sections: (1) books on authentic costuming; (2) dance books; (3) tumbling instruction; (4) pyramid building; (5) instructions for the amateur jugglers; (6) rope skills; (7) apparatus techniques; (8) animal construction; (9) hints and helps for circus stunts; (10) reading for circus backgrounds; and (11) music suggestions, including Victor records obtainable.

In this book, *The Circus Comes to School*, will be found stimulating and helpful material for many physical education teachers in the field.

—Miriam R. DuVall
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